

Unit Title: Stories of Resilience (Reader Response Paragraph)

Estimated Time: 2 Weeks

Content Area: English Speakers of Other Languages (ESOL) **Course:** ESL 2 **Grade:** High School (9-12)

Commented [1]: Reference Scope and Sequence and Connection to other units social skills - life skills

Responses from Students Modifications and Misconceptions

Dissemination: Overview of the Map, particular highlight lessons, taught- lessons learned

Unit Overview

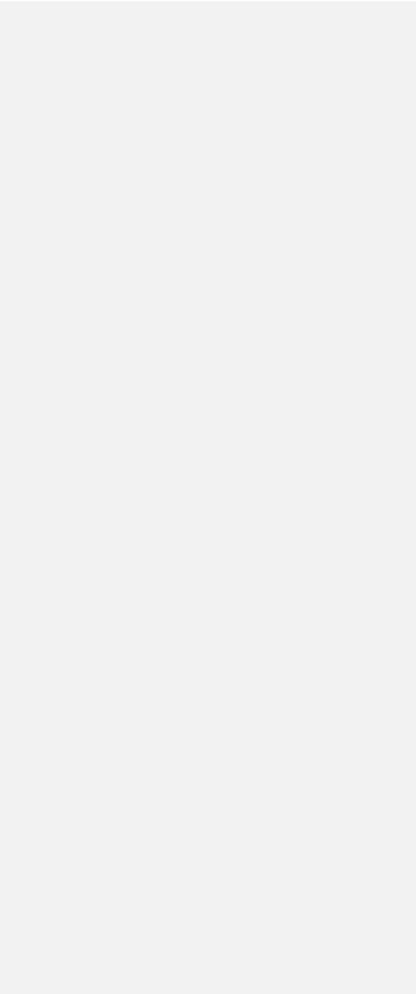
Unit 3 - Stories of Resilience (Rwanda Reflections)			
Summative: Resilience Theme Paragraph	R4, SL4, W1, W3, W4	Essential Questions	How can I overcome difficult situations in my life? How do the Rwandan people show resilience?
Week 1	Priority Standard(s) SL4, W1	Content Objectives (I can...) (SL4) I can identify the main idea of a presentation about the Rwandan genocide. (R4) I can explain what resilience is (main idea) from the author's perspective in a summary paragraph. <ul style="list-style-type: none"> <input type="checkbox"/> Code the text using annotation strategy <input type="checkbox"/> Make a conclusion about the main idea <input type="checkbox"/> Support main idea with relevant, explicit details in your own words <input type="checkbox"/> Summary is objective (no opinions) 	Formative Assessment(s): <ul style="list-style-type: none"> ● Pre-Assessment Paragraph: What is Resilience? ● Gist Notecatcher Literacy Block Support (W1) Past Tense Review
Week 2	Priority Standard(s) R4, W1, W3, W4	Content Objectives (I can...) (R4) I can explain what resilience is (main idea) from the author's perspective in a summary paragraph. <ul style="list-style-type: none"> <input type="checkbox"/> Code the text using annotation strategy <input type="checkbox"/> Make a conclusion about the main idea <input type="checkbox"/> Support main idea with relevant, explicit details in your own words <input type="checkbox"/> Summary is objective (no opinions) (W3) I can define what resilience is in my life through a reader response (PEAR) paragraph. <ul style="list-style-type: none"> <input type="checkbox"/> Point that defines what resilience is <input type="checkbox"/> Evidence that is relevant to the definition <input type="checkbox"/> Analysis zooms in on the key details that exemplify the definition <input type="checkbox"/> Reasoning that zooms out to connect key details to the definition 	Formative Assessment(s): <ul style="list-style-type: none"> ● Reading Summary Paragraph ● Circle Map Brainstorm ● Paragraph Outline Tree Map ● Post-Assessment Paragraph: Resilience Theme Paragraph DRAFT Literacy Block Support (W1) Past Tense Review (W1, W3, W4) Paragraph Revision

Alta Vista Charter High School ELL Standards (Based off Boulder Colorado ELL Standards)

<p>ESL2.R4 Understand text for literal and implied meaning (main idea and author's message)</p> <ul style="list-style-type: none">A. Identification of literal or implied meaningB. Identification of evidenceC. Evidence re-phrased in own words with supportsD. Explanation of evidence with supports	<p>ESL2.W1 Use of correct verb tenses</p> <p>A. Past</p> <p>ESL2.W3 Combines a variety (simple, compound, complex) of related sentence to make paragraphs with minimal supports (sentence starters)</p>
<p>ESL2.SL4 Restates information and important details through oral presentations and other forms of media using simple sentences and extended academic discourse.</p>	<p>ESL2.W4 Use comprehensible language to convey information or relate understanding of a text.</p>

Paragraph Sentence Frames

<p>Summary Paragraph Sentence Frames</p> <ul style="list-style-type: none">● [Survivor's name]'s personal experiences demonstrate that resilience is...● One detail that supports this idea includes...● In addition, this survivor shows...● Another significant detail is...● These details show that the survivor wants the audience to understand...	<p>Analytical (PEAR) Paragraph Sentence Frames</p> <ul style="list-style-type: none">● POINT: In my point of view, resilience is...● EVIDENCE: One example that supports this idea is ... / In addition, ...● ANALYSIS: This example demonstrates that...● REASONING: In conclusion, I want others to understand that resilience is....
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Lesson Plan Overview

Monday/ Day 1	Tuesday/ Day 2	Wednesday/ Day 3	Thursday/ Literacy Block	Friday/ Day 4
Essential Question <i>How can I overcome difficult situations in my life?</i>	Essential Question <i>How do the Rwandan people show resilience?</i>			
Lesson Objective I can define what resilience is in my life through an analytical (PEAR) paragraph.	Lesson Objective I can identify the main idea of a presentation about the Rwandan genocide.	Lesson Objective I can identify and comprehend the gist of a personal narrative.		Lesson Objective I can identify and comprehend the gist of a personal narrative.
Assessments Pre-Assessment Paragraph: What is Resilience?	Assessments Exploration Notecatcher	Assessments Gist Notecatcher	Literacy Block Support Past Tense Review	Assessments Gist Notecatcher
Literacy Block Support Past Tense Review	Literacy Block Support Past Tense Review			
Monday/ Day 5	Tuesday/ Day 6	Wednesday/ Day 7	Thursday/ Literacy Block	Friday/ Day 8
Essential Question <i>How do the Rwandan people show resilience?</i>		Essential Question <i>How can I overcome difficult situations in my life?</i>		
Lesson Objective I can explain what resilience is (main idea) from the author's perspective in a summary paragraph.	Lesson Objective I can explain what resilience is (main idea) from the author's perspective in a summary paragraph.	Lesson Objective I can define what resilience is in my life through an analytical (PEAR) paragraph.		Lesson Objective I can define what resilience is in my life through an analytical (PEAR) paragraph.
Assessments Reading Summary Paragraph	Assessments Reading Summary Paragraph	Assessments Circle Map Brainstorm Paragraph Outline Tree Map	Literacy Block Support Past Tense Review	Assessments Post-Assessment Paragraph: Resilience Theme Paragraph DRAFT ***Revise in Literacy Block in small groups next week
Literacy Block Support Past Tense Review	Literacy Block Support Past Tense Review			

Commented [2]: Can be an instance vs. pattern in a life

20 years after the genocide, more sustainable evidence for resilience

physical vs. mental resilience

Commented [3]: Connect to imagery and theme/background information for Red Midnight

Lesson Plans

Day 1 Time: 53 min	ESL 2 English Block ESL 2 Unit 3	
	Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop	
Essential Question	How can I overcome difficult situations in my life?	
Learning Objective	(W3) I can define what resilience is in my life through an analytical (PEAR) paragraph. <ul style="list-style-type: none"> <input type="checkbox"/> <u>Point</u> that defines what resilience is <input type="checkbox"/> <u>Evidence</u> (2) that is relevant to the definition <input type="checkbox"/> <u>Analysis</u> (2) zooms in on the key details that exemplify the definition <input type="checkbox"/> <u>Reasoning</u> that zooms out to connect key details to the definition 	
Assessments	Pre-Assessment Paragraph: What is Resilience?	
Resources/Texts	Pre-Assessment Presentation Pre-Assessment Paragraph	
Vocabulary	resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court ---- paragraph, point, evidence, analysis, reasoning, analytical, summary	
Do Now (5 min)	Teacher Will... T - Show students pictures that represent resilience. Give sentence stem: Resilience is...	Students Will... S - Look at pictures and try to define what the word resilience means in their own words.
Direct Instruction (15 min)	Teacher Will... T - Explain to students that for the next two weeks, we will be exploring what it means to be resilient and how we can be this in our own lives. Explain that students will write about what they <i>think</i> resilience is before we begin exploring. Ask students to think of three examples of resilience in a Bubble Map (Thinking Map). Provide adult exemplar. Introduce PEAR paragraph format to students using sentence starters. Model how to complete the sentence starters using the Bubble Map.	Students Will... S - Brainstorm examples of resilience in a bubble map. Copy notes about PEAR paragraphs into notebook.

Work Time (30 min)	Teacher Will... T - Monitor the room and assist students in using their resources (Bubble Map, dictionary, sentence stems).	Students Will... S - Write PEAR paragraph using the sentence starters.
Catch (X)	Teacher Will... Since this is a pre-assessment, teacher will not do whole class catch. Minimal redirections will take place. Teacher will assist students in understanding the directions.	Students Will... N/A
Exit Ticket (3 min)	Teacher Will... T - Remind students of exit ticket procedure.	Students Will... S - Turn in completed PEAR paragraph.
Preconceptions/ Misconceptions	Students might... <ul style="list-style-type: none"> • Think a paragraph is a particular number of sentences, not necessary with a specific purpose • Not have a developed definition about what resilience is nor evidence to support their ideas • Think resilience is an event, not a pattern of life • Not believe resilience is a physical and mental stamina 	

Day 2 Time: 50 min	ESL 2 English Block ESL 2 Unit 3
	Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop - Assessment
Essential Question	How do the Rwandan people show resilience?
Learning Objective	(SL4) I can identify the main idea of a presentation about the Rwandan genocide.
Assessments	Exploration Notecatcher
Resources/Texts	Rwanda History Presentation DOTS Sheet Interview with Frederick
Vocabulary	resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court ----

	paragraph, point, evidence, analysis, reasoning, analytical, summary	
Do Now: (5 min)	Teacher Will... T - Read directions aloud to students. Model how to write in the DOTS Sheet. Show images to spark writing.	Students Will... S - Describe the word genocide. Put descriptions in the box that begins with its first letter. Ex. death → D
Direct Instruction (10 min)	Teacher Will... T - Facilitate word sharing and model how to add words to DOTS sheet after listening to other students. T - Explain that to fully understand a historical event and its consequences, we need to have an understanding of the events leading up to it and learn a bit more about its culture. Today there will be a presentation about Rwanda and the genocide. Introduce new vocabulary to students.	Students Will... S - Share the words that they know about genocide. Add words to sheet. Define new vocabulary. S - Copy new vocabulary on the sides of the paper.
Guided Practice (10 min)	Teacher Will... T - Model how to listen to a presentation and make connections to vocabulary and the topic. Model how to take notes on DOTS sheet.	Students Will... S - Work as a class to identify important words for the first 2 slides as a class.
Independent Practice (20 min)	Teacher Will... T - Use pictures to narrate the genocide and define vocabulary words. T - Facilitate word sharing and help students make connections between the vocabulary and concepts.	Students Will... S - Define vocabulary words. Add words that describe the genocide into the DOTS sheet. Share words with class after presentation.
Exit Ticket (5 min)	Teacher Will... T - Read directions aloud and instruct students to write their sentences on the back of their DOTS sheet. Monitor the room.	Students Will... S - Describe the Rwandan genocide in 1-2 sentences using the new vocabulary words.
Preconceptions/ Misconceptions	Students might... <ul style="list-style-type: none"> • Think genocide is the same as war • Not realize that genocide has long last impacts, not just immediate 	

Day 3 Time: 80 min	ESL 2 English ESL 2 Unit 3
	Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop - Assessment

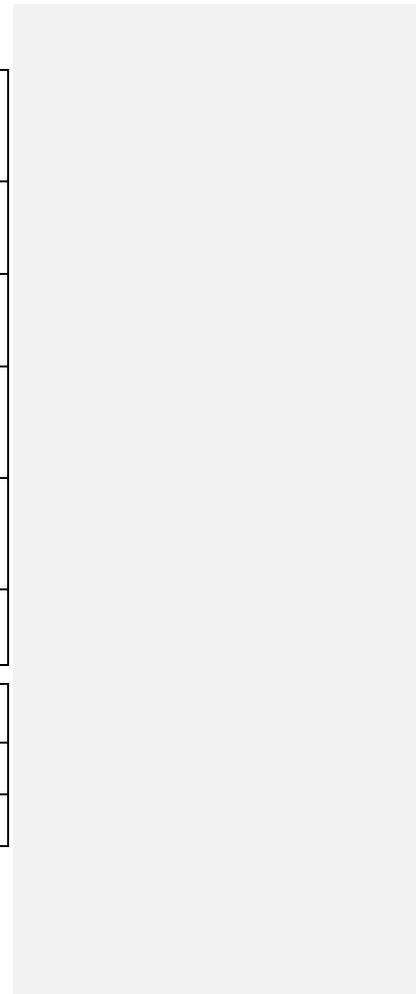
Essential Question	How do the Rwandan people show resilience?	
Learning Objective	(R4) I can explain what resilience is (main idea) from the author's perspective in a summary paragraph. <ul style="list-style-type: none"> <input type="checkbox"/> Code the text using annotation strategy <input type="checkbox"/> Make a conclusion about the main idea <input type="checkbox"/> Support main idea with relevant, explicit details in your own words <input type="checkbox"/> Summary is objective (no opinions) 	
Assessments	5 Wh- Notecatcher	
Resources/Texts	Personal Narrative Text 5 Wh- Notecatcher	
Vocabulary	resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court ---- paragraph, point, evidence, analysis, reasoning, analytical, summary	
Do Now: (10 min)	Teacher Will... T - Read directions aloud to students. Remind student that a gist explains the who? and what happened? May need to provide read aloud and have students practice the annotation strategies.	Students Will... S - Read text about Frederick (saw video about him yesterday). Underline key words and details. Summarize in one sentence what the text was about.
Direct Instruction (10 min)	Teacher Will... T - Connect the passage to information presented to yesterday. Explain that many Rwandans had to face difficulties due to the consequences of the genocide. Ask students what difficulties Frederick may have had. Introduce the focus question: <i>How do the Rwandans demonstrate resilience?</i> Model how to use the 5 Wh- strategy from the Do Now text.	Students Will... S - Identify difficulties for Frederick. Copy the adult exemplar and make necessary annotations to it.
Guided Reading (45 min)	Teacher Will... T - Give expectations for work time. Students will need to read 3 articles and complete the notecatchers. Assist students with reading and notecatcher. Pull small groups for group read aloud if necessary.	Students Will... S - Read and annotate the text using the notecatcher.

Catches (5 min)	Teacher Will... T - Every 10-15 min stop students to write in their notecatcher. Compare and contrast student understanding through discussion with Show Call and Stamp the Error protocols.	Students Will... S - Pause from reading and answer the 5 Wh- questions that they can. Participate in Show Call and Stamp the Error. Correct notecatcher if necessary.
Exit Ticket (5 min)	Teacher Will... T - Remind students about the essential question. Indicate where on the notecatcher they need to complete the sentence stem.	Students Will... S - Answer the essential question about each survivor.
Preconceptions/ Misconceptions	Students might... <ul style="list-style-type: none"> - Use events only for the Why? and So What? - Use only direct quotes to fill out the notecatcher 	

Day 4 Time: 50 min	ESL 2 English ESL 2 Unit 3
	Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop - Assessment
Essential Question	How do the Rwandan people show resilience?
Learning Objective	(R4) I can explain what resilience is (main idea) from the author's perspective in a summary paragraph. <ul style="list-style-type: none"> <input type="checkbox"/> Code the text using annotation strategy <input type="checkbox"/> Make a conclusion about the main idea <input type="checkbox"/> Support main idea with relevant, explicit details in your own words <input type="checkbox"/> Summary is objective (no opinions)
Assessments	Gist Notecatcher
Resources/Texts	Personal Narrative Text 5 Wh- Notecatcher
Vocabulary	resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court ---- paragraph, point, evidence, analysis, reasoning, analytical, summary

Do Now: (5 min)	Teacher Will... T - Read directions aloud to students. Remind students where their answers are located (notecatchers). Facilitate a discussion about how resilience is shown.	Students Will... S - Put answer to essential question on a sticky note and put it on the discussion board.
Direct Instruction (5 min)	Teacher Will... T - Review the parts and how to use the 5 Wh- strategy. Explain that students have one more class to complete the three texts and one notecatcher will be for a grade.	Students Will... S - Read aloud with teacher the 5 Wh- strategy. Take out all materials for independent reading time (notecatcher, text, pencil).
Independent Reading (30 min)	Teacher Will... T - Give expectations for work time. Students will need to read 3 articles and complete the notecatchers. Monitor the room and give feedback.	Students Will... S - Read and annotate the text using the notecatcher.
Catch (5 min)	Teacher Will... T - Every 10-15 min stop students to write in their notecatcher. Compare and contrast student understanding through discussion with Show Call and Stamp the Error protocols.	Students Will... S - Pause from reading and answer the 5 Wh- questions that they can. Participate in Show Call and Stamp the Error. Correct notecatcher if necessary.
Exit Ticket (5 min)	Teacher Will... T - Remind students about the essential question and to put a star on the notecatcher they would like to be graded. Indicate where on the notecatcher they need to complete the sentence stem.	Students Will... S - Answer the essential question about each survivor. Put a star by the notecatcher the student would like for a grade.
Preconceptions/ Misconceptions	Students might... <ul style="list-style-type: none"> - Use events only for the Why? and So What? - Use only direct quotes to fill out the notecatcher 	

Day 5 Time: 50 min	ESL 2 English ESL 2 Unit 3
	Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop - Assessment
Essential Question	How do the Rwandan people show resilience?



Learning Objective	(R4) I can explain what resilience is (main idea) from the author's perspective in a summary paragraph. <ul style="list-style-type: none"> <input type="checkbox"/> Code the text using annotation strategy <input type="checkbox"/> <u>Make a conclusion about the main idea</u> <input type="checkbox"/> <u>Support main idea with relevant, explicit details in your own words</u> <input type="checkbox"/> Summary is objective (no opinions) 	
Assessments	Summary Paragraph	
Resources/Texts	Personal Narrative Text 5 Wh- Notecatcher Summary Paragraph	
Vocabulary	resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court ---- paragraph, point, evidence, analysis, reasoning, analytical, summary	
Do Now: (TIME)	Teacher Will... T - Read directions aloud to students. Remind students where their answers are located (notecatchers).	Students Will... S - List examples of resilience from the text last week.
Direct Instruction (TIME)	Teacher Will... T - Explain to students that one way to demonstrate understanding of a text is to summarize it. Introduce a summary paragraph and its components. Read the summary paragraph aloud.	Students Will... S - Write the components in notebook. Read along with the teacher the summary paragraph.
Independent Practice (TIME)	Teacher Will... T - Monitor the classroom and provide students feedback. Review the paragraph labels together.	Students Will... S - Identify the parts of the summary paragraph.
Guided Practice	Model how to write a summary paragraph.	Write the teacher model on the summary paragraph frame.
Independent Practice (TIME)	Teacher Will... T - Provide quick feedback to students as they complete the summary paragraph. Aggressively monitor the room.	Students Will... S - Identify another event that exemplifies resilience. Complete the rest of the summary paragraph.
Exit Ticket (3 min)	Teacher Will... T - Indicate that it's time to wrap up and where to turn in work.	Students Will... S - Turn in independent work.

Preconceptions/ Misconceptions	Students might... <ul style="list-style-type: none"> • Not identify logical examples of resilience
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Day 6 Time: 50 min	ESL 2 English ESL 2 Unit 3	
	Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop - Assessment	
Essential Question	How do the Rwandan people show resilience?	
Learning Objective	(R4) I can explain what resilience is (main idea) from the author's perspective in a summary paragraph. <ul style="list-style-type: none"> <input type="checkbox"/> Code the text using annotation strategy <input type="checkbox"/> Make a conclusion about the main idea <input type="checkbox"/> Support main idea with relevant, explicit details in your own words <input type="checkbox"/> Summary is objective (no opinions) 	
Assessments	Summary Paragraph	
Resources/Texts	Summary Paragraph Ordering Activity Personal Narrative Text 5 Wh- Notecatcher Summary Paragraph	
Vocabulary	resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçça court ---- paragraph, point, evidence, analysis, reasoning, analytical, summary	
Do Now: (TIME)	Teacher Will... T - Read directions aloud to students. Remind students where the models are located (notebook).	Students Will... S - Read and evaluate the model summary paragraph. Answer the question: Why is the paragraph an excellent example?
Direct Instruction (TIME)	Teacher Will... T - Discuss why this model is an excellent example. Share the rubric for a summary paragraph.	Students Will... S - Share ideas about the Do Now in the discussion.

Work Time (TIME)	Teacher Will... T - Monitor student work and give students feedback. Look for misconceptions and gaps.	Students Will... S - Write summary paragraph about choice text.
Catch (TIME)	Teacher Will... T - Every 10-15 min stop students. Compare and contrast student understanding through discussion with Show Call and Stamp the Error protocols.	Students Will... S - Pause from reading and answer the 5 Wh- questions that they can. Participate in Show Call and Stamp the Error. Correct notecatcher if necessary.
Exit Ticket (TIME)	Teacher Will... T - Give rubrics to the students and indicate where to turn in work.	Students Will... S - Assess their own writing using the rubric.
Preconceptions/ Misconceptions	Students might... <ul style="list-style-type: none"> • Not identify logical examples of resilience 	

Day 7 Time: 80 min	ESL 2 English ESL 2 Unit 3
	Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop - Assessment
Essential Question	How can I overcome difficult situations in my life?
Learning Objective	(W3) I can define what resilience is in my life through a reader response (PEAR) paragraph. <ul style="list-style-type: none"> <input type="checkbox"/> Point that defines what resilience is <input type="checkbox"/> Evidence that is relevant to the definition <input type="checkbox"/> Analysis zooms in on the key details that exemplify the definition <input type="checkbox"/> Reasoning that zooms out to connect key details to the definition
Assessments	Paragraph Outline Tree Map
Resources/Texts	Paragraph Outline Tree Map
Vocabulary	resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court ---- paragraph, point, evidence, analysis, reasoning, analytical, summary

Do Now: (TIME)	Teacher Will... T - Read directions aloud and remind students redefine resilience using what they learned this past week.	Students Will... S - Define resilience in your own words.
Direct Instruction (TIME)	Teacher Will... T - Explain that students will write a paragraph representing what they know believe. Review the parts of the PEAR paragraph. Model how to use a Tree Map to organize evidence and analysis.	Students Will... S - Set up Tree Map in notebook.
Work Time (TIME)	Teacher Will... T - Provide quick feedback to students. Aggressively monitor the room and look for misconceptions.	Students Will... S - Identify three examples of resilience. Pick the best two. Explain how the examples show resilience (analysis).
Catch (TIME)	Teacher Will... T - Every 10-15 min stop students. Compare and contrast student understanding through discussion with Show Call and Stamp the Error protocols.	Students Will... S - Pause from reading and answer the 5 Wh- questions that they can. Participate in Show Call and Stamp the Error. Correct notecatcher if necessary.
Exit Ticket (TIME)	Teacher Will... T - Give rubrics to the students and indicate where to turn in work.	Students Will... S - Assess their own writing using the rubric.
Preconceptions/ Misconceptions	Students might... <ul style="list-style-type: none"> • Not have a developed definition about what resilience is nor evidence to support their ideas • Think examples without explanation are adequate support 	

Day 8 Time: 50 min	ESL 2 English ESL 2 Unit 3
	Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop
Essential Question	How can I overcome difficult situations in my life?
Learning Objective	(W3) I can define what resilience is in my life through a reader response (PEAR) paragraph. <ul style="list-style-type: none"> <input type="checkbox"/> Point that defines what resilience is <input type="checkbox"/> Evidence that is relevant to the definition <input type="checkbox"/> Analysis zooms in on the key details that exemplify the definition <input type="checkbox"/> Reasoning that zooms out to connect key details to the definition

Assessments	Post-Assessment Paragraph: Resilience Theme Paragraph DRAFT ***Revise in Literacy Block in small groups next week	
Resources/Texts	Post-Assessment Paragraph	
Vocabulary	resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court ---- paragraph, point, evidence, analysis, reasoning, analytical, summary	
Do Now: (TIME)	Teacher Will... T - Read directions aloud to students. Remind students where the models are located (notebook).	Students Will... S - Read and evaluate the model PEAR paragraph. Answer the question: Why is the paragraph an excellent example?
Direct Instruction (TIME)	Teacher Will... T - Discuss why this model is an excellent example. Share the rubric for a summary paragraph.	Students Will... S - Share ideas about the Do Now in the discussion.
Work Time (TIME)	Teacher Will... T - Monitor student work and give students feedback. Look for misconceptions and gaps.	Students Will... S - Write PEAR paragraph using Tree Map.
Catch (TIME)	Teacher Will... Since this is a post-assessment, teacher will not do whole class catch. Minimal redirections will take place. Teacher will assist students in understanding the directions.	Students Will... N/A
Exit Ticket (TIME)	Teacher Will... T - Give rubrics to the students and indicate where to turn in work.	Students Will... S - Assess their own writing using the rubric.
Preconceptions/ Misconceptions	Students might... <ul style="list-style-type: none"> - Not have a developed definition about what resilience is nor evidence to support their ideas - Think examples without explanation are adequate support 	