Venn Diagram:
Comparing and Contrasting “Angels” and Audio Version

Name:

Date:

“Angels” visual

“Angels” audio
Comparing and Contrasting Genres Graphic Organizer

<table>
<thead>
<tr>
<th>Title:</th>
<th>Comparing and Contrasting Genres Graphic Organizer</th>
<th>Text 2</th>
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<tbody>
<tr>
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<td>Point of View</td>
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<td>- Whose voice is speaking?</td>
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<td>Author’s Purpose</td>
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<td>- Why did the author write this?</td>
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<td>Language and Style</td>
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<td>- Is this written in formal or informal English?</td>
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Utah 15-Year-Old Suspended after Dyeing Her Hair a “Distracting” Red

Rylee MacKay learned last week she was in violation of a Hurricane Middle School policy that hair “should be within the spectrum of color that grows naturally.”

BY ADAM EDELMAN / NEW YORK DAILY NEWS

Talk about a bad hair day.

A student at a Utah middle school was suspended last week after administrators deemed her new hair color “too distracting.”

Rylee MacKay, a 15-year-old student at Hurricane Middle School in Southwestern Utah, was punished Wednesday with an in-school suspension for sporting a new red hair color.

Unbeknownst to her, she was in violation of a school policy.

A rule in the Washington County School District, which includes Hurricane Middle School, says, “Hair color should be within the spectrum of color that grows naturally.”

MacKay says she’d been sporting that same shade for months and was shocked that the school disciplined her.

“They brought me into the office and told me (my hair) had to be changed by the next day,” MacKay told The Spectrum (of St. George, Utah).

“They told me I could finish my week’s worth (of schoolwork) in the office so nobody could see me,” she added.

But when MacKay wasn’t able to get an appointment at the salon that night, school administrators doubled down, demanding that MacKay either “go to Walmart or dye it myself” or not return to school, she said.

MacKay’s mother Amy asked if her daughter could have two more days to have the color fixed, but they balked.

“They told me (they) would allow her to come to school and do her work in a room in the office where nobody could see her,” she said. “I didn’t like that option, so he said she cannot return to school until it is fixed.”

Principal Roy Hoyt told The Spectrum that all parents in the district sign a form that confirms they have reviewed the district’s policies with their children before the school year begins.

“We try to consistently and fairly uphold district policies,” Hoyt said. “When students are out of compliance with the dress code, we attempt to find a resolution. Students are welcome to return to class when the issue has been satisfactorily resolved.”
Utah 15-Year-Old Suspended after Dyeing Her Hair a “Distracting” Red

In the end, Hoyt told the family that they could file a grievance with the school district or have the hair re-colored by Monday, which is what MacKay decided.

She returned to class Monday morning with a similar shade dulled by repeated washes after administrators decided it would not be “distracting.”

“There’s no one for me, and I know why.
I’m too big. Father says
His father was a giant of a man—
   Somehow his size came down to me.
There’s something else. I’ve stared into the Round Pool,
   And it’s hard to tell—
The water’s never still—
   But I think I’m ugly. Big and ugly
And shy in the bargain. Mother says
I’ll likely not marry at all.”
Tuesday, September 13, 2011

One day, when I was a freshman in high school, I saw a kid from my class was walking home from campus. His name was Kyle. It looked like he was carrying all of his books. I wondered why anyone would bring home all their books on a Friday? He must really be a nerd. I shrugged my shoulders and went on.

As I was walking, I saw a bunch of kids run toward him. They knocked all his books out of his arms and tripped him so he would land in the dirt. His glasses went flying into the grass about 10 feet from him. He looked up and I saw this terrible sadness in his eyes. My heart went out to him. So, I jogged over to him as he crawled around looking for his glasses. As I handed him his glasses, I said, “Those guys are jerks. They haven’t evolved past Neanderthal yet.” He looked at me and said, “Thanks!” He tried to smile a bit but only managed a half-grin. I could see the gratitude in his eyes, though.

I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never really seen him around before. He said he had gone to private school before moving to our town and was quite the loner.

I would have never hung out with someone like him before but something compelled me to that day.

We talked all the way home, and I carried some of his books. He turned out to be a pretty nice guy. I asked him if he wanted to come over to my house and play some video games with me. He said yes. We hung out all weekend and the more I got to know Kyle, the more I liked him, and my friends started to think the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, “You’re going to wreck your back with all these books!” He just laughed and handed me half the books ...

Over the next four years, Kyle and I became best friends ...
When we were seniors, we began to think about college. Kyle decided on Georgetown and I was going to Duke. I knew that we would always be friends. The miles would never be a problem. He was going to be a doctor and I was going for business on a scholarship.

Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was so glad it wasn’t me having to get up there and speak.

There was Kyle on graduation day. Now so different than the bookworm I met four years prior, yet still the same in many ways. He was one of those guys that really found himself during high school. He had gained so much confidence and self-esteem. I think I may have been a little jealous of that but I was happy for him.

I could see that he was nervous about his speech. So, I smacked him on the back and said, “Hey, you’ll do just fine.” He looked at me gratefully. “Thanks ...” he said. He cleared his throat and started his speech.

“Graduation is a time to thank those who helped you make it through all the years. Your parents, your teachers, your siblings, maybe a coach ... but mostly your friends.... I am here to tell all of you that being a true friend to someone is the best gift you can give them. I am going to tell you a story.”

I just looked at him with disbelief as he told the crowd of the first day we met.

He had planned to kill himself that weekend.

He talked of how he had cleaned out his locker so his Mom wouldn’t have to do it later and was carrying everything home. He looked at me and gave me a little smile. “Thankfully, I was saved. My friend saved me from doing the unspeakable.” The crowd was quiet and hung on every word. I could see some people with tears running down their faces.
I saw his mom and dad looking at me and smiling. It all gave me chills. Not until that moment did I realize just how much I had made a mark.

Never underestimate the power of your actions. With one small gesture, you can change a person’s life.
Dear Aunt Hildegarde,

Thank you for the amazing gifts. It was terrific getting your package. I grabbed it immediately. But when my parents saw it, they said I shouldn’t open it until my birthday. You can imagine how I felt when I found two gifts! The sweater was totally awesome. It’s amazing how well you know me.

Then there was the poster you got for my room. You’re in luck; I don’t already have a Polka Hall of Fame poster. I’m putting it right under my World Wrestling Federation poster.

Thanks, thanks, and thanks again. I’m already planning when to wear my new sweater.

Your 11-year-old nephew,

Robert

---

1. with Footnotes

2. For nothing!

3. Do you have the slightest clue what an 11-year-old boy likes?


5. I was in luck. Mom didn’t see the mailman.

6. I hid the package in the garage under the hose.

7. What were the chances that Dad would decide to wash the car that day?

8. “What’s this?” they said. “When did this come?”


10. In the history of sweaters, there has never been an uglier waste of yarn.

11. Where did you ever find a sweater that not only has Barney on it but also is two sizes too big for me?

12. I’m old enough to decorate my own room.


14. And I do mean UNDER.

15. For trying to embarrass me in front of my friends.

16. For the lectures from my parents.

17. For making me waste an hour of my life writing this stupid thank-you letter.

18. I know they’ll make me wear it the next time you come to visit. I just hope nobody sees me.

19. I’m 11!!! Get it!!!

# Modern Voices Graphic Organizer

## The Thank-You Letter

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<tr>
<th>Theme or Challenge</th>
<th>Evidence from the Text</th>
<th>Inferences (What this make me think)</th>
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Explain how you or the modern voices of today connect to this poem.

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The Wall

MY SIDE

Life is simpler if
you have a wall.
It keeps away
people who drag
you down, like
this girl I knew
in seventh grade.
Agnes. We were
sort of friendly.
I told her I liked
her tank top.
She insisted,

she insisted that I
borrow it. It sort of
got ruined.

An accident.
She insisted,

she insisted that I
pay her for it.
I paid her for it.
Then she forgot
I’d paid her for it.
She conveniently
forgot I’d paid!
My mother said,

“It’s not worth
the grief” and went
over to Agnes’s
house and paid
her mother—even
though I’d already
paid Agnes.
And that was that.
You’ve got to be
careful who you
make friends with.
So now I’ve got
this wall . . .

THE OTHER SIDE

Fast-food chains
that eat their

annual for.
Smokers
(of anything!)

Tennis

OEJTeT

ements

Meet
tors

kids who cut
the cafeteria

Mr. Holt, my
English

cheerleaders

Robert
(half of the time)

The school
bus driver

Robert
(half of the time)

The school
bus driver

Everyday
school bus

can’t

school bus
can’t

School Bus
can’t

School Bus

can’t

School Bus

can’t

School Bus

can’t

School Bus

can’t
**Question** | I think ... | Partner thinks ...
---|---|---
* What is the theme or challenge of “The Wall”?  
What words tell you whose voice is speaking?  
* Why do you think Jessie has a wall?  
Who is someone Jessie trusts?  
Identify three groups of people Jessie keeps away from.  
Who is someone Jessie doesn’t care for?  
* What is one thing you can infer about Jessie and the wall she has created?  
* Share something you can relate to in the wall or on either side of the wall.
Venn Diagram:
Comparing and Contrasting: “The Thank-You Letter” and Audio Version

Name:

Date:

“The Thank-You” Letter visual

“The Thank-You Letter” audio
“The Thank-You Letter”
Discussion Script

Student 1: The theme in “The Thank-You Letter” is how to show gratitude by thanking someone for a gift you don’t like.

Student 2: What evidence supports “thanking someone for a gift you don’t like” is the theme?

Student 1: Robert is finding it challenging to write the letter, which is why he has written two versions of his thank-you letter.

Student 3: So how do we know he is struggling with writing the thank-you letter? What words provide evidence?
(to 1)
Student 1: When Robert writes the first “Thank you” in his letter, he adds the footnote, “For nothing!” Also, his exclamation mark at the end of this sentence provides the reader with a clear understanding of the tone of his words.

Student 4: I understand that you feel Robert doesn’t like the gifts he received from his aunt because there are two versions of the letter.
(to 1) The first letter is written without the added footnotes, and when you read the letter with the footnotes, it reveals his true feelings about the two gifts.

Student 1: Yes.

Student 1: So what do you think the theme is in Grandits’s poem?
(to 2)

Student 2: I agree that the theme is how to write a thank-you letter to a relative for birthday gifts you don’t like, but I also feel that Robert is struggling with not wanting to lie to his aunt.

Student 4: It would help me if you gave an example of what you are saying.
(to 2)
Student 2: I feel there is evidence that supports that Robert is really trying not to lie when he refers to the Polka Hall of Fame poster. He says, “I’m putting it right under my World Wrestling Federation poster.”
(to #2)
Student 3: So, do I understand that you think this shows an example of how Robert is writing something in his thank-you letter that could be true because putting it “right under” could be interpreted two different ways? For example, putting it below the other poster, or putting it underneath the poster on his wall. Then, because Robert chose these words, he technically would not be lying. So, choosing these words provide Robert with an option.

Student 2: Yes, I agree with you. This could be an example of how to write his letter. His words are nice but also truthful.

(to 2, 3)
Student 1: I agree with both of you that it is important to feel like you are telling the truth when writing a thank-you letter. I’m wondering if either of you have considered, though, what would happen if Aunt Hildegard visited Robert and wanted to see how the poster looked hanging up in his room?

Student 3: I understand this could pose a problem, especially if Aunt Hildegard visited unannounced.

Student 2: You have brought up something to consider.

(to all)
Student 4: After listening to this discussion, I agree with many thoughts. It is important to thank people for their gifts, it is important to be sincere and truthful, and it is important to care about other people’s feelings.
President Reagan’s Thank-You Letter Discussion Questions

- What is this letter mostly about?
- What is the theme or challenge presented in this letter and what evidence supports this theme?
- How did President Reagan reach his decision to share his voice of adversity?
- Is it important to share the challenges we face?
- Does it make a difference to share our voice?
## Speaking and Listening Criteria

### Discussion Tracker/Assessment Questions

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Stars</th>
<th>Steps</th>
</tr>
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<tbody>
<tr>
<td>Paraphrases ideas and questions</td>
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<td>Asks clarifying questions</td>
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<td>Clearly explains own ideas</td>
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<td>Responds to questions with details</td>
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<td>Seeks out different peer perspectives and backgrounds</td>
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<td>Respectfully compares own perspective with someone else’s</td>
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**Star:**

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**Next Step:**

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Discussion Questions for the Mid-Unit Assessment

1. What is the most important theme John Grandits addresses in his poetry?
2. What’s a theme of growing up that you connected with when reading J. G.’s poetry?
3. How is communicating through poetry similar and different from other genres?
4. Is it more impactful to see or to hear a poem?
5. Do John Grandits’s concrete poems connect with the medieval voices from *Good Masters! Sweet Ladies!*?
"Skateboard"

I'm on my totally cool new board and I'm bombing the hill into the curb. I do a little cut jump up a lift onto the bench.

Out of the lot, curb, across the street curb, into the park. I do a sweet little

Busted. Walking home. I'm a sad old dog who's been swatted with a rolled-up newspaper
“Skateboard”

-Eleven parking lot and try a tight little figure eight, threw up a milk crate when all of a sudden I hear HEY, KID!
No skateboards in the parking lot.
Get outta here!

-And clean up the hill, around the flagpole.

-v-e-g in front of the TV
and not think about it.

I mean, why bother, and then HEY,
What are you doing inside?
You begged for that skateboard, Robert.
Now go out and use it!
Mid-Unit 3 Assessment:
Comparing the Listening and Reading Experience of the Poem “Skateboard”

Name: 

Date: 

1. How is the experience of listening to the poem “Skateboard” similar to reading “Skateboard”? How is it different?

“Skateboard” visual

“Skateboard” audio
<table>
<thead>
<tr>
<th>Text 1</th>
<th>Comparing and Contrasting Genres Graphic Organizer</th>
<th>Text 2</th>
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</thead>
</table>
| Title: **“Skateboard”**  
Genre: a poem | **Point of View**  
Whose voice is speaking?  
The skateboarder wrote this to express frustration in finding a place to skateboard.  
The intended audience could be other skateboarders and others who may not understand the difficulties skateboarders encounter in finding a place to participate in their sport. | Title: **“Plantation Seeks Ways to Curb Skateboarding”**  
Genre: a news article |  
Spoken in third-person perspective  
The writer was informing community members about the issue of skateboarding and how it affects businesses, use of public streets, industrial properties and law enforcement.  
Intended audience was community members. |
| Spoken in first-person perspective  
The speaker is the kid skateboarding. | **Author’s Purpose**  
Why did the author write this?  
Who was the author’s intended audience? |  
Formal |
| Informal | **Language and Style**  
Is this written in formal or informal English? |  
|
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2. What’s a theme of growing up that you connected with when reading J. G.’s poetry?

3. How is communicating through poetry similar and different from other genres?

4. Is it more impactful to see or to hear a poem?

5. Do John Grandits’s concrete poems connect with the medieval voices from *Good Masters! Sweet Ladies!*?
Mid-Unit 3 Assessment:
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Class Discussion Tracker

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# Narrative of Adversity Structure and Content Graphic Organizer

(For Narratives We Have Read)

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<thead>
<tr>
<th>Introduction</th>
<th>Experience or Event:</th>
<th>Conclusion:</th>
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<tbody>
<tr>
<td>Who’s telling the story?</td>
<td>How does the experience or event end or wrap up?</td>
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<tr>
<td>What do you know about the narrator?</td>
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**“Jack, the Half-Wit”**
### Narrative of Adversity Criteria Checklist

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<thead>
<tr>
<th>Name:</th>
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</table>

#### Monologue

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Star</th>
<th>Step</th>
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<tbody>
<tr>
<td>Includes clear theme of adversity facing modern adolescents</td>
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<tr>
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<tr>
<td>Appropriate pacing</td>
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#### Concrete Poem

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<tr>
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Exit Ticket: Narrative of Adversity Plan Part I

Name: __________________________
Date: __________________________

My theme of adversity: ________________________________________________________

Format:
- Monologue
- Concrete poem
  - Form of poem
  - Rough sketch

Whose voice is sharing the adversity? ____________________________________________

Language:
- Formal
- Informal

Audience: _____________________________________________________________________
Exit Ticket:
Narrative of Adversity Plan Part I

In two or three sentences, describe the experience or event that you will use to convey your theme of adversity.
Narrative of Adversity Plan Part II Graphic Organizer

Name:

Date:

Title of narrative:

Theme of adversity:

Experience or event that brings the theme to life:

Narrator:

Setting:

Other characters:

I. Introduction – Setting the Context

A. Event:
   1. Detail:
   2. Detail:
   3. Detail:

II. Experience – Heart of the Narrative

A. Event:
   1. Detail:
   2. Detail:
   3. Detail:
Narrative of Adversity Plan Part II Graphic Organizer

B. Event: _________________________
   1. Detail: _______________________
   2. Detail: _______________________
   3. Detail: _______________________

C. Event: _________________________
   1. Detail: _______________________
   2. Detail: _______________________
   3. Detail: _______________________

III. Conclusion – Wrapping It Up

A. Event: _________________________
   1. Detail: _______________________
   2. Detail: _______________________
   3. Detail: _______________________
Photograph of a boy running
## Narrative of Adversity Criteria Checklist:
### Monologue

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**Star:**

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**Step:**

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Concrete Poem

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Star:

Step:
Establishing Context: *Pride of the Yankees*
(A Monologue Delivered by Actor Gary Cooper Portraying Lou Gehrig)

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How does an author establish context or background?

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# Narrative of Adversity Writing Rubric

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<tr>
<th>Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Needs Improvement</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>The introduction introduces the narrator and context in first person</td>
<td>The modern theme of adversity is unclear in the evidence and details and lacks personal pronouns</td>
<td>The modern theme of adversity is somewhat clear and some pronouns are used correctly</td>
<td>The modern theme of adversity is clear and pronouns are used correctly</td>
<td>The modern theme of adversity is clear in the evidence and details throughout the narrative</td>
</tr>
<tr>
<td>Organization includes a beginning, middle, and end that connect the theme of adversity</td>
<td>Lacks organization and a theme of adversity</td>
<td>Has a beginning, middle, and end but the theme of adversity is unclear at times</td>
<td>Has a beginning, middle, and end that build the theme of adversity</td>
<td>Has a beginning, middle, and end that flow smoothly and naturally through the events, building the theme of adversity</td>
</tr>
<tr>
<td>Descriptive details, precise words, sensory language</td>
<td>Lacks descriptive details, precise words, and sensory language</td>
<td>Uses minimal descriptive details, precise words, and sensory language to develop evidence and details</td>
<td>Uses some descriptive details, precise words, and sensory language to develop evidence and details</td>
<td>Consistently uses descriptive details, precise words, and sensory language to develop evidence and details</td>
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## Narrative of Adversity Writing Rubric

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<td><strong>Fair</strong></td>
<td><strong>Good</strong></td>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>Conclusion includes a final line and brings closure</td>
<td>Lacks a final line and a clear ending</td>
<td>Has a final line but an unclear ending</td>
<td>Has a final line and a clear ending</td>
<td>The final line is dramatic and the ending is very clear</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Many spelling, capitalization, and punctuation errors that distract from the meaning</td>
<td>Some spelling, capitalization, and punctuation errors that distract from the meaning</td>
<td>Few spelling, capitalization, and punctuation errors that distract from the meaning</td>
<td>Use of correct spelling, capitalization and punctuation contributes to the meaning</td>
</tr>
<tr>
<td>Formatting, such as paragraphs, stanzas, or shape.</td>
<td>Format is unclear</td>
<td>Some formatting is used</td>
<td>Formatting is consistently used</td>
<td>Formatting is used and enhances the meaning of the narrative</td>
</tr>
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</table>
Performance Narratives: An Audience Note Sheet

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Narrative Title</th>
<th>Theme of Adversity</th>
<th>Descriptive Detail Supporting the Theme</th>
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Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.