**A lesson in the synthesis of the spoken and written word .**

**Sections**

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**THE CONTEXT AND RATIONALE**

**Context**

Students began reading The Outsiders two weeks ago. We have come to the conclusion of Chapter 6.

In this section you will see a variety of activities and organizers that have brought us to where we are today.

**Rationale**

Students have worked all year to form and support opinions using both fiction and non-fiction resources.

As we approach the end of the year it becomes even more imperative to ensure that students are prepared to utilize text evidence on a consistent basis.

Our students have demonstrated a growing ability to incorporate text-based evidence into their writing in a clear and coherent manner.

In an effort to push this ability to the next level we have utilized an audio only podcast. Students used guided questions to help accumulate a wealth of evidence.

We look to standard 8.11 as a means to help our students make even more informed opinions about not only texts, but the world around them.

Specific support structures during this unit have been put in place using various forms of assessment with these students over the past 20 months. In particular, a recent essay written using text evidence from To Kill a Mockingbird has demonstrated that students have to some degree mastered the art of using text only evidence(please see the attached grades).

This lesson sets the students up to move beyond using just the written word but to also synthesize the spoken word into the formation of their opinions and critical analysis.

The Lesson

Palmieri and Friedman

Lesson for May 6, 2013

**Context**:

Students have been reading The Outsiders by SE Hinton for the past two weeks. We have begun connecting this novel to sources of non-fiction. Last week students listened to, discussed, and wrote about the podcast Harper High from the news program “This American Life”

**Common Core Focus:**

Interpret, analyze, and evaluate narratives and drama ethically by making connections to other texts, ideas, and cultural perspectives. (8.11)

**Materials:**

-Keynote Presentation

-4 Character diagrams with internal and external character traits (previously completed).

-Copies of the podcast, the article by Lisa Belkin, and The Outsiders.

-32 prompt sheets to help guide connections.

-Various Handouts

**Objectives**

Students will be able to synthesize information obtained from non-fiction multi-media resources with fiction.

Students will be able to use previously acquired knowledge to sustain accountable talk while presenting a variety of cultural perspectives.

Students will be able to develop a thesis synthesizing societies ethical dilemmas with the conflict of a work of fiction.

**Teaching Point**

Good readers and writers can interpret fiction by making connections amongst articles and podcasts to help inform their opinions.

**Agenda**

1. The Reality of the Situation (Set the stage/Article)
2. Drawing a Connection(Model It)
3. Fiction to Reality(Support It: Small Group)
4. Forming a Thesis ( Support It: Independent Practice)

**Procedure**

***The Reality of the Situation*(Set the Stage)**

Mr. Palmieri will briefly review both The Outsiders & the podcast.

While reading the article Mr. Palmieri will interject with a few depth of knowledge questions. This is to check for understanding and also keep the children focused on information critical to the next segment of the lesson.

***Drawing a Connection* (Model It)**

The teachers will demonstrate how it is expected that students will utilize the materials in the classroom and how to make a clear and relevant connection between reality and fiction.

The teacher will focus on the character “Dally”. Mr. Palmieri will connect Dally to the article by focusing students on the line: “…every kid in that school has seen someone who was shot or knows someone who was shot but we have never really dealt with the issue of trauma in the inner-city”

***Fiction to Reality* (Support It: Small Group)**

Students will work to connect characters from The Outsiders to the reality students face at Harper High School. Students will work in groups that have been chosen via assessment of their To Kill A Mockingbird portfolio piece.

Students will work with the materials they have collected from various sources of the past week to make clear connections between the boys of The Outsiders and the situations they have discovered at Harper High School.

These connections will be written on sentence strips and pinned to a clothes line which represents a physical manifestation of the connection.

As students work with each other to accomplish the task the teachers will circulate to each group asking specific depth of knowledge questions. These questions and the groups to which they will be asked can be found as a separate attachment. These questions not only check for understanding but also serve to draw children into making specific and more meaningful connections between all the sources.

There will be a fifth, blank character. If at any point a student can think of a connection between the Harper High article and podcast and a character that has not been selected they can use this “blank” character chart to make that connection.

***Forming a Thesis* (Support It: Independent Practice)**

Using information obtained through, reading, listening, writing, and conversation students will be able to construct an informed opinion on the effects of gang violence upon America’s youth.

Students will need to use evidence from both fiction and non-fiction sources to support their thesis.

The teachers will pass out an essay task sheet as well as a graphic organizer for formulating their individual thesis.

Students will work independently while the teachers conference with students regarding the purpose of their writing and making proper use of the evidence they have accumulated.

**Closing Questions**

1. What facts would you select to support the idea that Thomas is much like Dally?(DOK3)
2. What do you notice about the problems faced in both the fiction and non-fiction pieces we have read? (DOK2)

**Homework**

Students will be responsible for formulating a complete thesis statement for use in their essay.

**Grouping & Depth of Knowledge Questions**

**Group Specific Depth of Knowledge Questions**

**Ponyboy Group**

How would you compare Ponyboy Curtis to Terrance Green? (DOK2)

How would you adapt Ms. Crystal’s comments about the sunset to create a different path for Ponyboy? (DOK 3)

Can you elaborate on the reasons why Ponyboy ran away with Johnny? (DOK 3)

**Johnny/Pony Group**

(Questions listed above)

How is Thomas related to Johnny? (DOK 3)

Can you predict the outcome for both Devante and Johnny? (DOK 3)

What facts would you select to support the idea that Johnny and Devante can’t sleep for the same reason? (DOK 3)

**Dally Group**

Can you elaborate on the reason Dally begs Johnny not to turn himself in to the police? (DOK 3)

How is Dally related to Devante?(DOK 3)

How would you classify the type of emotion that both Dally and Devante are feeling? Why (DOK 2)[[1]](#footnote-1)

**Darry Group**

Can you explain how Ponyboy staying out late affected Darry?( DOK 2)

How is Darry related to Terrance Greens father? (DOK 3)

How would you adapt Darry to create a different outcome for Ponyboy? (DOK 3)

Lesson Handouts & Slides

1. [↑](#footnote-ref-1)