

Eastern  
Illinois  
Writing  
Project

Summer Institute

2013

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Demonstration Anthology

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Jill Davidson  
EIWP  
Demo Lesson  
June 26, 2013

### **Revisiting KWL with the Strategy of Synthesis**

**RATIONALE:** The “L” note is an activity derived from the KWL graphic organizer. It promotes active thinking while students are reading. This process begins with engaging their prior knowledge. Once that is collected, a picture walk to preview the text features will guide our development of “thick” questions to increase our “catching” of information. Students then read and record what they are learning that is new to them on a sticky note. Finally, students will choose one “L” note and explain how it helped them understand the topic.

#### **CCSS**

Standard R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**OBJECTIVE:** To actively read and interact with an informational text.  
To respond thoughtfully in writing

**AUDIENCE:** 4<sup>TH</sup>-6<sup>TH</sup> Graders

#### **RESOURCES AND MATERIALS:**

Chart paper      markers  
Sticky notes      books

#### **PROCEDURE:**

1. Assess student’s knowledge of women’s accomplishments using the first column of a KWL chart. Take a few minutes to think about it and record in the first column. Now ask students what questions they have about women’s accomplishments throughout history. Model some thick questions beginning with:  
    Why do you think...?  
    How do you think...?  
    Why is it important...?
2. The students choose one of the women adventurers from their books. On the KWL worksheet, record What You Know and Want to Know about the woman chosen. Preview the text features in that section to help develop the questions which the author might answer.
3. The students then read the chosen section. Remind them, “Ask yourself what is new or interesting to you?”
4. The students record their learning on the sticky notes. 1 per sticky note. Do about 3.
5. Share “Ls”.
6. The students consider their sticky notes. “Which one helped you come to a new understanding of the topic in the text best?” Assign the students to write about their

new understanding.

7. Share one of your own. Model writing how it helped you understand the text better. What is your new understanding? Why was it important? Why do you think that?

8. After 10 minutes of writing time, ask children to share what they learned about amazing women adventurers.

9. (Next Day) Add to the original KWL chart as a group. What did we learn about women?

#### EVALUATION:

In the writing in Step 7, I am looking for the student's thinking beyond the text. This lesson would not be graded, but collected into their reader's response folder to be evaluated and reviewed to monitor each student's growth in comprehension each quarter.

#### VARIATIONS/EXTENSIONS:

1. Students use their questions to write extended reading responses.

2. Students use their sticky notes as exit tickets.

3. Introduce synthesis as the forming of new opinions or understandings when your new information combines with previous thinking, experiences, or understandings. If your students are already active readers, then this objective works better for going deeper.

4. Students can collect their "L" notes and work on determining important information. They can sort their "L" notes into Big Ideas, Details, and Just interesting.

5. Compare and contrast the accomplishments of the different women.

#### SOURCES

Branzei, Sylvia. (2011) Adventurers: Rebels in a Dress. Scholastic Inc.

Hudson, Wade. (2001) Five Brave New Adventurers. Scholastic Inc.

Topic: \_\_\_\_\_

<b>Sticky Note: What did I learn?</b>	<b>Why is it important? What made you think that? What is my new understanding?</b>
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<b>K</b>	<b>W</b>	<b>L</b>

## **Using Writing to Learn & Argumentative Techniques to Teach The First Amendment** **Heavenlee Harris, EIWP SI 2013**

**Rationale:** Students will use a variety of writing to learn techniques demonstrated in Content Area Writing to explore the First Amendment of the Constitution, specifically, student speech. The nonstop write and double journal entry will be used to “deepen text understanding...” (85). In addition, with the implementation of the Common Core State Standards, an emphasis is being placed on argumentative writing as opposed to persuasive writing. In this lesson, students will be introduced to the differences argument and persuasion and practice writing an argumentative essay.

### **Learning Standards:** Common Core State Standards

CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

### Illinois Learning Standards

14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups.

14.F.4b Describe how United States’ political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).

Objective: Students will deepen their understand of the First Amendment of the Constitution using writing to learn techniques. Student will also be introduced to argumentative writings and how it can be used in the social sciences.

### **Activities:**

1. Have students free write for 2-3 minutes on Justice’s Oliver Wendell Holmes’ statement- “The right to swing my fist ends where another man’s nose begins”
2. Allow students to share their thoughts.
3. Read the text of the First Amendment to the Constitution and specifically discuss freedom of speech.
4. Explain the difference between protected and unprotected speech.
5. Have students read the landmark Supreme Court case of Tinker v. Des Moines.
6. After reading the case, students will free write on how they would feel if they were in these students’ shoes.
7. Explain the difference between the logical v emotional appeal and the connection to CCSS and argumentative writing.
8. Next, using logical reasoning, students will write arguments for each side.
9. The teacher will reveal the outcome of the case.

10. Students will then be divided into 3 groups where each group will be given a landmark Supreme Court case involving student speech. Students will use the double journal entry method to produce arguments that can be used for each side.
11. After each group is finished, they will present their arguments to the rest of the class and the teacher will reveal the results of the case.
12. Student will look at the checklist in order to write their argumentative paragraph.
13. Lastly, students will go back to Justice Holmes' quote and add to their free write.

### **Checklist for argumentative paragraph**

- \_\_\_\_\_ Student has clearly stated a claim for or against the Supreme Court's ruling on a landmark case involving student speech
- \_\_\_\_\_ Student has supported his/her claim with logical evidence
- \_\_\_\_\_ Student has addressed and refuted the opposition
- \_\_\_\_\_ Student has few grammatical/ spelling errors

### **Resources:**

CCSS Argumentative Essay Rubric. Turnitin.com  
Daniels, Zelman, and Steineke. *Content area writing*. 2007. Content area writing. Heinemann. NH.  
Subtle, but Significant differences between Persuasive Writing v. Argumentative Writing. 2011 Smekens Education Solutions, Inc. www.SmekensEducation.com  
Supreme Court case summaries. Oyez.com



## The Silent Conversation

### Overview and purpose:

I used silent conversations in my sophomore level English class while reading *To Kill a Mockingbird*. I wanted a new way to begin our discussions and focus the students on some of the overall messages and ideas illustrated in the novel. I heard about this idea at the 2013 Illinois Reading Council Conference and adapted it to fit my unit with *To Kill a Mockingbird*. I liked the idea that everyone would participate. Students could not passively sit in class; they would contribute to our discussion, and in order to properly participate, they had to do the reading assignment.

### Rationale:

A silent conversation can be used to prompt students to think critically about a theme or big idea of a text. In the book *Content-Area Writing*, Harvey Daniels, Steven Zemelman, and Nancy Steineke explain that “writing helps students get more actively engaged in subject matter, understand information and concepts more deeply, [and] make connections and raise questions more fluently” (5). This written conversation can take place prior to a small group or whole class discussion in order to allow students time and space to articulate a thoughtful, more in-depth response to the text. Students are able to “stop and collect their thoughts, sort out ideas, notice and hold their thinking... [and] connect with others” through this the silent conversation (28). Another benefit of a silent conversation is that students are also exposed to the ideas of their peers: they “are listening to each other, commenting and building upon each other’s ideas” which can scaffold their own insight and understanding of the text (75).

The use of a silent conversation allows everyone to have a voice in the conversation. Each student has an equal opportunity to express his/her thoughts, so everyone must say something. Each student must think about the question and text and then put his/her thoughts in writing. Shy students who might not normally speak up in class or those who sit back and say nothing now have a chance to contribute. On the other hand, students who tend to dominate or overpower discussions are limited to an equal share of input. The guidelines also reduce the negative or rude comments about or to peers; in my experience students are less likely to write a disrespectful comment than they are to say it (especially when the paper will be looked at by the teacher).

### Learning Standards:

- CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-Literacy.CCRA.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

### Materials:

- Text – “The Lottery” by Chris Abani
- Sheets with questions/topic
- Timer

Teacher Preparation:

- Divide class into groups (4 per group)
- Create questions/topics for silent conversations
- Create questions for follow-up whole class discussion

Activity Procedure:

1. Review/explain the guidelines.
  - a. All communication is written. (No talking)
  - b. Focus on task and write...the whole time. (Write. The timer will signal to pass)
  - c. Be respectful in your comments.
2. Set up groups (4 students per group). Have student sit in their groups.
3. Pass out prompts. Each student in a group will have a different prompt that asks them about an important message or idea in the text.
4. Set the timer (4 – 5 minutes).
5. WRITE!
6. When the timer buzzes, pass papers clockwise in your group. Write!
  - a. Remind students to read the prompt and their peer’s response and then add their own thoughts.
7. Pass again, and write.
8. Pass again for the final writing.
9. This pass should take the paper back to the original “owner.” Give students a few minutes to read through the responses. Ask them to mark any comments they want to verbally discuss with their small group.
10. Allow the small groups to discuss their thoughts and ideas for several minutes (5-10 minutes depending on time and groups).
11. Now pull the discussion into a whole class format. The students have had a chance to think, write, and share in a small group, so they are primed for a great whole class discussion.
12. If discussion is lagging:
  - a. Call on individuals to share their own ideas or something that was discussed (verbal or written)
  - b. Ask the prepared follow-up questions
13. Collect the written conversations.

Assessment:

- Written conversations are ungraded, although I usually give a participation grade based on participation as well as quality and quantity of responses.

Variations:

- Poster Format:
  - If space and movement allows, tape posters with different questions/topics at various intervals around the room. Instead of passing a paper around, students move individually or in pairs from one poster to another when time is called. The

students follow in order until they are back at their original poster. They can mark items on the poster that they want to discuss as a class.

- Gallery Walk:
  - Similar to the poster format except students can move independently (no set order or routine) when time is called to the different posters around the room. Students still add their own responses, read their peers' thoughts, and comment.

#### Modifications:

- For younger or lower ability students, the teacher can help guide the conversation by providing sentence starters or a list of possible responses on the sheet or the board. Some generic examples:
  - This reminds me of...
  - While I was reading, I felt...
  - I agree with this idea because...
  - I disagree with this idea because...

#### Adaptations:

- Any subject:
  - This method can be used with any print text (fiction, nonfiction, textbook)
  - Use non-print texts! Use other items to stimulate student thinking and response: historical/primary document, images, clips from a film, a song, a speaker, a field trip.
- Art:
  - Display a piece of artwork and have different questions/statements about the artwork for the students to grapple with.
  - Another possibility is to have different images/works of the same artist or time period on different pieces of papers. Students can write their impression/critiques of the works or explain the elements of that artist/period.
- Music:
  - Play a song(s) and have questions/statements about the song for students to write about.
- Social studies/history:
  - Discuss different controversial issues. For example if studying WWI, different questions/topics could be: was it a good decision to drop the atomic weapon on Japan? Why did no one stop the extermination of the Jews and other unwanted groups?

#### References:

- Daniels, Harvey, Steven Zemelman, and Nancy Steineke. *Content-Area Writing: Every Teacher's Guide*. Portsmouth, NH: Heinemann, 2007.

Benjamin Franklin and Poor Richard's Almanac  
Text reading, speaking, listening, and writing

1. **Overview:** Students will read text and respond with comprehension. They will interpret aphorisms, comparing and contrasting previous wisdom with current understanding. Carousel brainstorming in groups will create information for a summary. Students will study a primary source for additional questions answerable by digital research.

2. **Rationale:** The current Common Core Standards encourage more rigorous reading, speaking, intent listening, and additional writing experiences, formal and informal.

3. **Learning Objectives:** The purpose is to go beyond the current Social Studies textbook (United States History, Harcourt HORIZONS, 2006) and explore more background information on Benjamin Franklin's Poor Richard's Almanac. Also a link to meanings past and present of witty sayings will be integrated with group work, culminating in a summary. Students will also be prompted to explore questions about the primary source that can be explored in class or on their own.

Common Core Standards

CCSS.ELA-Literacy.RL.5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.SL5.1.b Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (b- Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.W5.2.c Write informative/explanatory texts to examine a topic, and convey ideas and information clearly. (c- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)

4. **Materials:**

Copies of Robert Byrd's Electric Ben, pages 13-14

Poster paper

Markers

Writing paper and pen

5. **Procedure:**

a. Students will work in pairs to read pg. 13 of Electric Ben: both students will silently read, but after reading, the strategy will be for one student to be the **listener**, the other to be the **teller**, and then together, with their partner, they will **check** for accuracy. Students can read half of the page and check, then the other half, switching roles.

b. Discussion of the results is next, for further comprehension of the material.

c. The "Almanack" page will now be viewed. The aphorisms (proverbs, witty sayings, sayings

which give advice, but not meant to be taken literally, literal vs. figurative) are also posted on the wall posters around the room for carousel brainstorming of meaning, both past and present, being mindful of comparing and contrasting information.

d. The partners will move to the wall posters with markers and begin brainstorming, moving from poster to poster, writing comments and reflections on each.

e. After viewing and writing on all of the posters, students will return to their seats to write a summary (reflection) of the poster of their choice, or one poster will be assigned to each pair. The words (e.g.), in contrast and especially will be stressed for usage.

f. Time to share summaries will be given to volunteers.

g. In the middle of page 14, are many items of interest. Students need to write down questions that they would like to have answered in the near future. At this time, questions can be discussed, written for public viewing, or instantly investigated through the internet for possible answers.

#### **6. Evaluation:**

Teacher can informally evaluate participation in the carousel brainstorming activity. Each student should produce an informal summary (reflection) at the end. Students can even be required to produce an Exit Slip question before departure.

#### **7. Extension:**

Assign a biographical poster about Benjamin Franklin enlisting books and/or internet searches. Use Exit Slips at the end to prompt questions about the middle text.

Students can pair up to read and share each paragraph, so that at the end, all paragraphs have been shared openly in the classroom forum. (Zigzag method)

Many more aphorisms can be explored, as published by Benjamin Franklin.

#### **Sources:**

Byrd, Robert. *Electric Ben*, New York, NY: Dial Books for Young Readers, 2012.

Daniels, Harvey, Steven Zemelman, and Nancy Steineke. *Content-Area Writing: Every Teacher's Guide*. Portsmouth, NH: Heinemann, 2007.

## Les Grandes Personnes- An Introduction to *The Little Prince*

April Karpus  
EIWP 2013

**Overview:** The students will be starting to read *The Little Prince* (in real life the book we read the French version). This introductory lesson will help them feel comfortable with reading an actual book.

**Rationale:** This book deals a lot with how people look at things in many different ways. In order to open the students' minds and prepare them for the book, this lesson provides them with different ways of looking at things and a head start into the mindset of the narrator. Throughout the book, they will have many writing assignments that makes them think, and this simple first lesson eases them into thinking in various ways.

### **Standards:**

[CCSS.ELA-Literacy.W.11-12.3a](#) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-Literacy.W.11-12.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

[CCSS.ELA-Literacy.W.11-12.3d](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### **Materials:**

Students need paper and pencil

Saint-Exupéry, Antoine De. *The Little Prince*. Ware, Herts.: Wordsworth Classics, 1995. Print.

### **Procedure:**

1. On the board, create two columns and list qualities/personality traits of adults vs. children.
2. Describe an example of how children and adults look at things in different ways. Show Dessin #1 and have the class describe what they see. Then have them think like a little kid and push them to see it in a different way.
3. Read Chapter 1 of *Le Petit Prince* together.
4. Give time to answer the essay question. Read prompt together and discuss how to answer.

5. Those who want to share can do so.

6. Collect essays at the end of the period.

**Evaluation:**

The rubric attached is what I will use to grade these essays.

**Extension/Adaptation**

Because we read the entire book, students are given many different prompts relating to certain chapters that we have read. The rubric shows the first essay prompts and there are two questions. By the end of the book students have a collection of short essays that we turn into a portfolio.

**Sources:**

Judy Mitschelen, Vinton-Shellsburg Community Schools

Rick Cohoon, Charleston High School

Saint-Exupéry, Antoine De. *The Little Prince*. Ware, Herts.: Wordsworth Classics, 1995. Print.

Brooke Moeller  
Summer Institute 2013

“A Bad Case of Stripes:” Bullying

Overview:

This lesson, which centers around the book “A Bad Case of Stripes” by David Shannon, compiles social and educational (Reading, Writing, and Critical Thinking) skills into one lesson. Through use of the book, students are exposed to an example of bullying and are then asked to examine the characters feelings, as well as their own.

Rationale:

It has been known by many that reading and writing are closely related. In a study completed by the Carnegie Corporation it states, " In Reading Next (Biancarosa and Snow, 2004), intensive writing was identified as a critical element of an effective adolescent literacy program. Reading Next stated that writing instruction improves reading comprehension and that the teaching of writing skills such as grammar and spelling reinforces reading skills. It is also believed that writing about a text improves comprehension, as it helps students make connections between what they read, know, understand, and think (Carr, 2002)."

Learning Standards:

CC.4.R.L.1.Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.L.3.Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CC.4.W.9.Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.4.W.9.a.Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CC.4.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups,



and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CC.4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Materials:

1. Paper/Journal
2. Pencils
3. Book: A Bad Case of Stripes by David Shannon
4. Chart Paper
5. Markers
6. Timer <http://www.online-stopwatch.com/countdown-clock/full-screen/>
7. Smartboard
8. Sticky Notes
9. [http://pbskids.org/itsmylife/games/story\\_strips\\_flash.html](http://pbskids.org/itsmylife/games/story_strips_flash.html)

Activities/Procedures:

Day 1

1. Introduce the book (A Bad Case of Stripes by David Shannon) to the students by reading the title and examining the cover. Have a brief large group discussion on what the students think the book may be about. (3 min)
2. Divide the class into groups of two or three (small groups). Have the students partner read the book. (12 min)
3. Ask that students brainstorm some emotion words that Camilla may have felt during the story and write one emotion word on each sticky note (4 notes per group). (3 min)
4. As a large group, have students place the sticky notes on chart paper while reading the word and sharing with the group why they thought Camilla may have felt that way. (10 min)
5. Have students take out their journals and answer the following questions: (10 min)
  1. What could Camilla's teacher have done to make the situation better?
  2. Do you think that Camilla's classmates were bullying her? Why or why not?
  3. If you were Camilla, how would you have felt? Would you have handled things differently?  
Why or why not?
6. Have students form back into their small groups and share their responses to the questions. (6 min)

## Day 2

7. As a large group, have students participate in the creation of a situational story that involves bullying through use of the website [http://pbskids.org/itsmylife/games/story\\_strips\\_flash.html](http://pbskids.org/itsmylife/games/story_strips_flash.html). (10 min)
8. Have students work together in their small groups to write their own situational story that includes a bullying scenario that ends well. (15 min)
9. Have students present their stories to the whole class. (15 min)

## Assessment:

1. Circulate through the classroom during group work time ensuring that students are on task, and engaged in the discussion. Prompting as needed.
2. Read and evaluate the students' writings to assess the ability to make connections to the text.
3. During times of discussion and presentation, ensure that students are demonstrating an understanding of appropriate ways to deal with bullying.

## Modifications:

1. Non-readers/writers- Have the student draw a picture that represents how bullying made Camilla feel.
2. Non-readers/writers- Have the student dictate their response to a peer, classroom helper, or teacher.
3. Older or higher ability students- Use a more age/level appropriate text. For example, *Stargirl* by Jerry Spinelli.
4. The teacher could read the book aloud prior to engaging the students in the activities.

## Adaptations:

1. Art- Have students make an alternate cover for the book.
2. Technology- Have students use the "Toontastic" app on the iPad to create their own story about bullying.
3. Math- Have students conduct a survey, and then graph the results of favorite foods and least favorite foods of their family members.
4. Science- Plant a lima bean plant.
5. History- Research a famous person in history who had been bullied and find out how they handled the situation.

## Extensions:

1. Write about a time when you feel you were being bullied.
2. Read another text that portrays bullying and then compare and contrast the characters in both texts.
3. Discuss similes and write some of your own. The book refers to a woman "who was just as plump and sweet as a strawberry."

Resources:

A Bad Case of Stripes by David Shannon, 1998

<http://readwritethink.org>

[http://pbskids.org/itsmylife/games/story\\_strips\\_flash.html](http://pbskids.org/itsmylife/games/story_strips_flash.html)

<http://www.online-stopwatch.com/countdown-clock/full-screen/>

[http://carnegie.org/fileadmin/Media/Publications/WritingToRead\\_01.pdf](http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf)

### **Using Close Reading Strategies in Julius Caesar**

Overview: Students will review Antony and Brutus' funeral speeches from Julius Caesar and conduct a close reading in which they gain a deeper understanding of the text. The new insights revealed by additional readings of the speeches will be the starting point for an argumentative essay outlining which speech was more convincing and why.

Lesson Objectives: Students will learn the process of conducting a close reading in order to gain a deeper understanding of the text. This process will prepare them to use observations and quotes from the text to support an argument or idea in a more formal piece of writing.

**Rationale:** The ELA Common Core State Standards emphasize deeper understanding of texts through multiple readings. This process is known as a close reading. Julius Caesar is a solid choice in teaching close reading because it is a complex, multidimensional text that demands multiple readings for students to understand it fully. The act of reading a text more than once while adding teacher-guided annotations makes the process of writing an essay more fluid.

Corresponding CCSS:

CC.RL.9-10.1 Cite strong and through evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

CC.W.9-10.1a Introduce precise claim(s), distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**Materials:**

- Copies of Brutus & Antony's funeral speeches (H.O.)
- Spark Notes Video Guide (to review the context of speeches)
- Essay Graphic Organizer
- Caesar Essay Rubric
- Review of Logical Fallacies (H.O., .ppt., or verbal)

**Activities:**

1. What is a close reading? Discussion – How do you know when you have truly understood a text? What does it mean to comprehend what you read?
2. Explain that we are going to revisit and conduct close readings of Antony and Brutus' speeches from Julius Caesar over the next several days. We will end with a writing

assignment. Quickly review the context of the speeches (watch Spark Notes video if students have not read the play). We will start with Brutus' speech (this will take the entire class period).

3. Show a clip from Brutus' speech using the Marlon Brando film so students can refresh their memories and see/hear the emphasis of words.
4. Hand out print copies of the speech.
5. Number the paragraphs (9 total) and divide into sections (4 sections) – referred to as “chunking”.
6. Read through the first time and underline the claims (teacher defines and gives example).
7. Read through a second time and circle key terms (teacher defines and gives example).
8. Read through a third time – what is the author saying (summary, left column) and what is the author doing (analysis, right column). Give example.
9. Paired discussion, class discussion, and identify Brutus's main claim.
10. Overview/discussion about graphic organizer (fill out small section as example).
11. Modified writing assignment (due to time restraints): Was Brutus' speech convincing? Why or why not? Write a mini-essay defending your argument using examples and textual evidence. Serves as formal assessment.

### **Resources:**

Allam, Court. iTeach. iCoach. iblog.

A blog with close reading strategies aligned to the CCSS; using Shakespeare and other Text to improve close reading skills and teach argumentative writing using textual evidence.

Shanahan, Tim. Shanahan on Literacy. Web.

Information on close reading, explanation of the how and why of teaching close reading in the classroom, comparison to past methods, and questions and answers on putting close reading into practice.

Beers, Kylee and Robert E. Probst. Notice and Note: Strategies for Close Reading.

Sample:

[http://www.heinemann.com/shared/onlineresources/E04693/NoticeNote\\_sample.pdf](http://www.heinemann.com/shared/onlineresources/E04693/NoticeNote_sample.pdf)

Spark Notes Video: <http://www.sparknotes.com/sparknotes/video/juliuscaesar>

Plot summaries in picture and audio for teachers who don't plan on requiring students To read an entire text, or as accompaniment to text.

Friends, Romans, countrymen, lend me your names.....

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Brutus' Speech – Close Reading

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We will be conducting a close reading of Brutus and Anthony's speeches and then comparing them. A **close reading** involves reading a text multiple times to comprehend, interpret, and draw conclusions based on what is read. We will continue to use the skill of close reading throughout the year.

Steps for Conducting a Close Reading:

1. **Number** the paragraphs (for plays, sections)
2. **Chunk** the text (each section is a chunk)
3. **Underline the claims**  
Claims = a belief statement the author is making (for plays, the character)
4. **Circle key terms**  
Key terms:
  - Are defined
  - Are repeated throughout
  - If you find and circle five key terms, you should be able to have a good idea of what the reading is about (subject matter)
5. In the left margin: What is the author (the character) *saying*?
  - Summarize in ten words or less
6. In the right margin: What is the author (the character) *doing*?
  - Use a "power verb" – explaining, demonstrating, comparing, analyzing, justifying, maintaining, manipulating, etc.

**Brutus' Main Claim:** It is better to die as a free man than to live as a slave.

Brutus is a man of honor and integrity. He is a man who values his freedom and his country above all else. He is a man who is willing to sacrifice his life for the good of his country. He is a man who is a true patriot.

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### **3<sup>rd</sup> grade Authors and Illustrators: Mary St. Clair**

#### **State Standards/Common Core Standards:**

**26.A.2e Visual Arts:** Describe the relationships among media, tools/technology and processes.

**27.A.2a** Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).

**27.A.2b** Describe how the arts function in commercial applications (e.g., mass media and product design).

#### **Objectives:** Students will...

1. Gain Knowledge the careers of authors and illustrators.
2. Create a story understanding concepts of sequence, paragraphs, fiction, nonfiction, biography, etc.
3. Illustrate their ideas in a clear format.
4. Gain ability to control medium such as glue, scissors, pencils, etc.

**Materials:** 12x18 drawing paper, pencils, colored pencils or crayons, glue, Stapler, lined paper

#### **Process:**

1. Students will have several children's books on the table, Dr. Seuss, or other class favorites. Talk about the books, Who is the author?, Illustrator? Can they be the same person? Dr. Seuss wrote and illustrated his books. Discuss fiction, nonfiction, biographies, etc. Talk about paragraphs in writing and show this in a book. Some paragraphs have one sentence, some have many. But one idea per paragraph. Each time you change to the next day or the next thing, new paragraph.
2. Discuss plagiarism, and to reduce this and encourage new ideas, books must contain the person writing as one of the characters. Pass out lined paper and start them writing, skipping a line between paragraphs. This way we can cut the paragraphs apart.
3. After writing, pass out blank books, (2 sheets of white paper stapled at 9" then folded in half). place the writing inside the book for now. Ask students who is the author of this book? Have students write at the bottom 3rd of the cover, "By: or Author: and their name. Next talk about what is on the cover; Title, Large picture. Why do we have a picture? Have students finish their covers in pencil then colored pencil or crayons.
4. As students begin to create pages, they cut each paragraph from the page and glue it where they want it in the book, continue on until all paragraphs are where they go.
5. Students will now illustrate each page, using either colored pencils or crayons, (Markers bleed through) Give students a piece of scrap paper to put behind the page they are coloring so that color won't transfer to the next page.
6. Pages can be added easily by stapling them into the book in front of the back page. Save the very back cover for the author's biography.

#### **EVALUATION:**

Did students:

1. Write a clearly sequenced, readable story?
2. Use craftsmanship and creativity illustration of the book?
3. Follow grading rubric attached.

**RUBRIC:** Craftsmanship, creativity, and effort worth equal amounts.

### Graphing Inequalities Writing Assignment

**Lesson:** Graphing Inequalities (after students have learned how to graph equations of lines)

**Grade Level:** 9<sup>th</sup> and 10<sup>th</sup> graders

**Class Length:** 50 minutes

**Rationale:** Teachers, according to Thaiss and Suhor, “have realized that students learn science – or math, history, or any other discipline – by talking about it and writing about it, as well as by reading texts and hearing others talk. These teachers apply to practice what researchers in different fields have been preaching for many years: Learning happens when you or I use our perceptions (e.g. through reading or listening) to solve problems important to us, and try to put those perceptions into words (spoken or written) so that others can use them and so that we ourselves will understand them” (1).

This activity is an example how students learn a concept in a math classroom by first listening, then modeling, and then writing about the procedure to enhance their understanding of the concept.

**Objective:** Students will graph inequalities on a Cartesian Rectangular plane and then put in writing the procedure they used to find the solution. Afterwards, they will trade papers and solve other inequality problems by using the explanation of their partners.

#### Standards:

A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

#### Materials:

Overhead projector and document camera  
Blank graphing paper (Cartesian Rectangular planes)  
Pencils / colored pencils  
Rulers or straight edges  
Handouts – inequality problem and explanation sheets

#### Activities / Procedures

- 1.) Instructor will review the procedure of graphing equations of lines.
- 2.) Instructor will model the procedure of graphing a system of inequalities.
- 3.) Instructor will hand out the necessary materials to the students.
- 4.) Instructor will lead the class in graphing a couple of problems with inequalities.
- 5.) Instructor will then hand out problem sheets to students to work.
- 6.) Students will simultaneously write down the steps and graph the inequality problem that they were given.



- 7.) Once finished, students will use the second sheet to write a procedure explaining how to graph their given inequality. (They are not allowed to state the original inequalities in their procedure.)
- 8.) Students will then exchange their papers with a partner. Using only their partner's written procedure, students are to graph a new system of inequalities and then write the system.

**Assessment:**

Students will be assessed using the following criteria:

- 1.) Is the graph of the system of inequalities correct?
- 2.) Do the steps for the procedure include all necessary steps?
- 3.) Does the written procedure include all necessary steps? (i.e. Was your partner able to read your procedure and then correctly graph the solution set?)

**Adaptations and Modifications:**

- 1.) Students with learning disabilities may only have to solve and write one of the inequalities (instead of both) or they may be partnered with a gifted student who can help them.
- 2.) Students could be paired at the very start solving and writing together.
- 3.) This type of writing assignment could be used in almost any curricular area. Once students have learned a new procedure, they can then write the steps before writing a procedure in paragraph form.

**Extensions:**

- 1.) Have students graph the inequalities on a graphing calculator to check their solution sets.
- 2.) Students could work problems that involve more than 2 inequalities. For example, many optimization problems involve 4-5 inequalities.

**Resources:**

Thaiss, Christopher, & Suhor, Charles. *Speaking and Writing, K-12*. Urbana, IL: National Council of Teachers of English, 1984. Print.

**Algebra I or Algebra II  
Writing Assignment  
(Graphing Inequalities)**

Given the inequalities:  $y \leq 2x - 4$   
 $y > x + 3$

- 1.) Graph the solution set.  
(on the graph provided on the side)
  
- 2.) Write the steps involve in graphing  
the solution set. (Be very specific but  
do not state the equations of the lines.)

**Steps:**

- 3.) Write 2-3 paragraphs explaining how to graph the solution set. Use the steps listed on the previous page. Do not assume that your audience knows how to graph an equation of a line. You must explain in detail each step and explain WHY. For example, explain why you use a dashed line instead of a solid line or why you shade the top portion instead of the bottom. Do not tell your audience what the original system of inequalities are, rather describe how to graph this system.

**Algebra I or Algebra II  
Writing Assignment  
(Graphing Inequalities – Practice Problems)**

1.)  $y > 3x - 5$   
 $y \leq \frac{1}{2}x + 4$

2.)  $y < \frac{3}{4}x - 3$   
 $y \geq 4x + 2$

3.)  $y \geq x + 5$   
 $y \leq x - 3$