Gallery Walk Chart #1

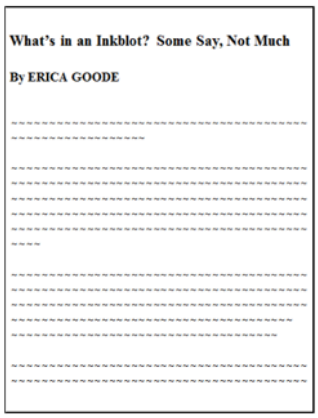
ELA Content Module 1, Session 2

Grades 6-8

Excerpt from Lesson 5: "What's in an Inkblot? Some Say, not Much"

Card 3 of 8

Let's Prepare!


What's in an Inkblot? Some Say, Not Much

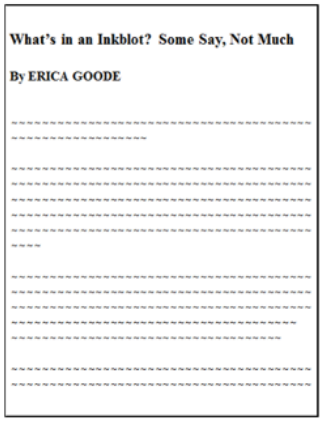
By ERICA GOODE

Today we will:

- Read the informational text, "What's in an Inkblot? Some Say, Not Much" by Erica Goode.
- Analyze the academic vocabulary in the text.
- Explain the debate surrounding projective tests and make a connection to "Flowers for Algernon."

Card 5 of 8

Let's Read!


What's in an Inkblot? Some Say, Not Much

By ERICA GOODE

- Listen as I reread the first section of "What's in an Inkblot? Some Say, Not Much" by Erica Goode.

Let's Read!

Suggested Pacing: ~ 12 minutes

Directions:

- Ask students, "What event prompted the author to write this article?" (Students should identify that an article was published saying the Rorschach test is flawed and should not be used.)
- Say: "I'm going to read the first part of this text aloud. As I read, I want you to think about the debate over the Rorschach and other projective tests. What is the claim of each side of the debate?"
- Read aloud the first section of the text (from the beginning until "A History of Controversy") as students follow along.
- Conduct a brief whole-class discussion based on the claim of each side of the debate. Students should cite evidence to support their answers.
- Record student answers on a white board or chart paper.

Guiding Questions and Prompts:

- "What does it mean if a test is *flawed*?"
- "Why does the author suggest the debate over the Rorschach test will become more heated?"

Student Look-Fors:

- Students should understand that the Rorschach tests are often in custody battles and for diagnosing and treating patients who may have experienced abuse.
- One side of the debate believes projective tests are flawed and limited in their use.
    - "While the Rorschach and the other projective techniques may be valuable in certain specific situations, the reviewers argue, the tests' ability to diagnose mental illnesses, assess personality characteristics, predict behavior or uncover sexual abuse or other trauma is very limited." (Paragraph 11)
    - "The tests, which often take hours to score and interpret, add little information beyond what can be gleaned from far less time-consuming assessments, the psychologists say." (Paragraph 12)
- The other side of the debate believes projective tests are useful in clinical situations.
    - "They 'have been used for a long time very effectively, with very good results and a great deal of scientific support,' he said." (Paragraph 16)

Gallery Walk Chart #2

Excerpt from Lesson 18: Analyze language to determine tone and meaning

Card 3 of 9

Let's Prepare!

DEPARTMENT of EDUCATION
Louisiana Believes

Excerpts from *Frankenstein; or, the Modern Prometheus*

Mary Shelley

From Chapter 4: *(From Dr. Frankenstein's point of view)*

In M. Waldman I found a true friend. In a thousand ways he smoothed for me the path of knowledge and made the most abstruse inquiries clear to my apprehension. My application was at first fluctuating and uncertain; it gained strength as I proceeded and soon became so eager that the stars often disappeared in the light of morning while I was yet engaged in my laboratory.

One of the phenomena which had peculiarly attracted my attention was the structure of the human frame, and, indeed, any animal endued with life. Whence, I often asked myself, did the principle of life proceed? It was a bold question, and one which has ever been considered as a mystery. To examine the causes of life, we must first have recourse to death. I became acquainted with the science of anatomy, but this was not sufficient; I must also observe the natural decay and corruption of the human body. I saw how the fine form of man was degraded and wasted; I beheld the corruption of death succeed to the blooming cheek of life; I saw how the worm inherited the wonders of the eye and brain. I paused, examining and analysing all the minutiae of causation, as exemplified in the change from life to death, and death to life, until from the midst of this darkness a sudden light broke in upon me. After days and nights of incredible labour and fatigue, I succeeded in discovering the cause of generation and life; nay, more, I became myself capable of bestowing animation upon lifeless matter. I was surprised that among so many men of genius who had directed their inquiries towards the same science, that I alone should be reserved to discover so astonishing a secret.

The astonishment which I had at first experienced on this discovery soon gave place to delight and rapture. After so much time spent in painful labour, to arrive at once at the summit of my desires was the most gratifying consummation of my toils. What had been the study and desire of the wisest men since the creation of the world was now within my grasp. I saw by your eagerness and the wonder and hope which your eyes express, my friend, that you expect to be informed of the secret with which I am acquainted; that cannot be; listen patiently until the end of my story, and you will easily perceive why I am reserved upon that subject. Learn from me, at least by my example, how dangerous is the acquirement of knowledge and how much happier that man is who believes his native town to be the world, than he who aspires to become greater than his nature will allow.

When I found so astonishing a power placed within my hands, I hesitated a long time concerning the manner in which I should employ it. Although I possessed the capacity of

Grade 8: Flowers for Algernon

Today we will:

- Reread portions of the excerpt from Chapter 4 of *Frankenstein; or, the Modern Prometheus* by Mary Shelley.
- Continue to analyze the language to determine how it impacts our understanding of Dr. Frankenstein's character.

Card 7 of 9

Let's Discuss!

DEPARTMENT of EDUCATION
Louisiana Believes

Excerpts from *Frankenstein; or, the Modern Prometheus*

Mary Shelley

From Chapter 4: *(From Dr. Frankenstein's point of view)*

In M. Waldman I found a true friend. In a thousand ways he smoothed for me the path of knowledge and made the most abstruse inquiries clear to my apprehension. My application was at first fluctuating and uncertain; it gained strength as I proceeded and soon became so eager that the stars often disappeared in the light of morning while I was yet engaged in my laboratory.

One of the phenomena which had peculiarly attracted my attention was the structure of the human frame, and, indeed, any animal endued with life. Whence, I often asked myself, did the principle of life proceed? It was a bold question, and one which has ever been considered as a mystery. To examine the causes of life, we must first have recourse to death. I became acquainted with the science of anatomy, but this was not sufficient; I must also observe the natural decay and corruption of the human body. I saw how the fine form of man was degraded and wasted; I beheld the corruption of death succeed to the blooming cheek of life; I saw how the worm inherited the wonders of the eye and brain. I paused, examining and analysing all the minutiae of causation, as exemplified in the change from life to death, and death to life, until from the midst of this darkness a sudden light broke in upon me. After days and nights of incredible labour and fatigue, I succeeded in discovering the cause of generation and life; nay, more, I became myself capable of bestowing animation upon lifeless matter. I was surprised that among so many men of genius who had directed their inquiries towards the same science, that I alone should be reserved to discover so astonishing a secret.

The astonishment which I had at first experienced on this discovery soon gave place to delight and rapture. After so much time spent in painful labour, to arrive at once at the summit of my desires was the most gratifying consummation of my toils. What had been the study and desire of the wisest men since the creation of the world was now within my grasp. I saw by your eagerness and the wonder and hope which your eyes express, my friend, that you expect to be informed of the secret with which I am acquainted; that cannot be; listen patiently until the end of my story, and you will easily perceive why I am reserved upon that subject. Learn from me, at least by my example, how dangerous is the acquirement of knowledge and how much happier that man is who believes his native town to be the world, than he who aspires to become greater than his nature will allow.

When I found so astonishing a power placed within my hands, I hesitated a long time concerning the manner in which I should employ it. Although I possessed the capacity of

Grade 8: Flowers for Algernon

How does Dr. Victor Frankenstein's attitude toward his work change?

What does the shift in tone reveal about Dr. Frankenstein?

Let's Discuss!

Suggested Pacing: ~ 6 minutes

Directions:

- Ask students to review their text annotations for 30 seconds and determine the differences between the words and phrases at the beginning and end of Chapter 4.
- Conduct a brief whole-class discussion about the two questions on the slide.

Guiding Questions and Prompts

- "What words are used to describe the work at the beginning of Chapter 4? Are those words generally positive or negative?"
- "What words are used to describe the work at the end of Chapter 4? Are those words generally positive or negative?"
- "What causes Dr. Frankenstein's attitude to change?"
- "What does the change in language reveal about how the work impacts Frankenstein?"
- "We discussed what motivated Frankenstein to do his work. How is the work impacting him?"

Student Look-Fors:

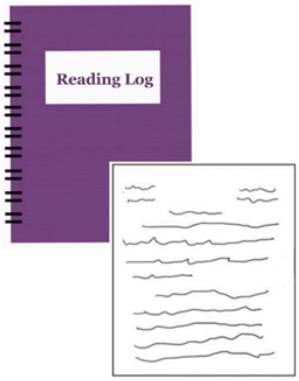
- Students should identify that there is a shift from excitement and enthusiasm (positive) to obsession (negative). Dr. Frankenstein starts by discussing his passion and desire and how the work exalts his imagination. Toward the end of the passage, though, he shifts to say the work has an irresistible hold on him and the work is loathsome. He says he becomes nervous and wrecked. The shift in tone reveals that Dr. Frankenstein is being taken over by his work and it is ruining him. His motivation to create life and harness knowledge ends up being bad for him.

Gallery Walk Chart #3

Excerpt from Lesson 9: Revise a written response to defend a claim about a literary text

Card 3 of 8

Let's Prepare!



Today we will:

- Work with a peer to evaluate and strengthen our written responses by providing more relevant evidence and/or acknowledging an opposing viewpoint.

Card 7 of 8

Let's Express Our Understanding!

- Revise and/or add to the response in your reading log to:
  - (1) incorporate relevant evidence from both texts;
  - (2) acknowledge an opposing claim; and
  - (3) use words, phrases, and clauses to clarify claims and counterclaims, reasons, and evidence.
- Use the models and/or sentence frames to support you as you revise.

Let's Express Our Understanding!

Suggested Pacing: ~ 20 minutes

Directions:

- Model for students how to revise their paragraphs to (1) incorporate more relevant evidence and (2) recognize opposing claims using words, phrases, and clauses from "What is an Inkblot? Some Say, Not Much" as models for how to construct sentences.
- Access revised lesson exemplars under the Additional Materials tab to use as models.
- Ask students to refer to the second page of their argument analysis handout to see how the author of "What is an Inkblot? Some Say, Not Much" recognizes opposing claims.
- Then create sentence frames for them to use in their writing.

Guiding Questions and Prompts:

- Sentence frames for recognizing conflicting claims:
    - While some doctors say, ___(INSERT A QUOTATION WHICH SUPPORTS AN OPPOSING CLAIM)___, the article also says, ___(INSERT A QUOTATION WHICH SUPPORTS YOUR CLAIM)___.
    - ___(INSERT QUOTATION WHICH SUPPORTS AN OPPOSING CLAIM)___. Even so, ___(INSERT A QUOTATION WHICH SUPPORT YOUR CLAIM)___.
    - Doctors say ___(INSERT QUOTATION WHICH SUPPORTS AN OPPOSING CLAIM)___, yet ___(INSERT QUOTATION OR EXPLANATION WHICH SUPPORTS YOUR CLAIM)___.
    - Charlie ___(DESCRIBE HOW HIS ACTIONS SUPPORT OR OPPOSE YOUR CLAIM AND PROVIDE A QUOTATION)___, but he also ___(DESCRIBE HOW HIS ACTIONS DO THE OPPOSITE OF THE FIRST PART OF THE SENTENCE)___.
    - Although some doctors believe ___(INSERT A QUOTATION WHICH SUPPORTS AN OPPOSING CLAIM)___, there is more evidence to support ___(RESTATE YOUR CLAIM)___. For example, ___(INSERT A QUOTATION WHICH SUPPORTS YOUR CLAIM)___.
- Use this time to work individually with students or pull together small groups of students to conduct a writing or grammar mini-lesson. This can also be done as a whole class if additional writing support is needed for all students. Choose an approach that matches the level of support your students need. Possible approaches for mini-lessons:
    - Engage in shared writing
    - Model using student examples or mentor texts
    - Revise a portion of writing together focused on a specific skill
    - Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept

Student Look-Fors:

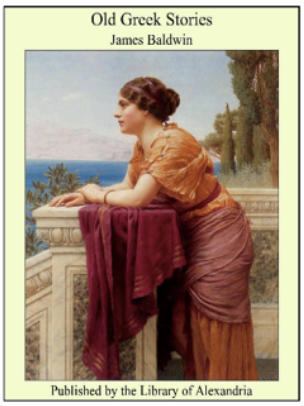
- Access revised exemplar responses under the Additional Materials tab.
- Students should incorporate relevant evidence and acknowledge an opposing claim in their written response.

Gallery Walk Chart #4

Excerpt from Lesson 2: Analyze Vocabulary in Greek Myths

Card 3 of 8

Let's Prepare!



Today we will:

- Reread excerpts from *Old Greek Stories* by James Baldwin.
- Analyze the vocabulary in the text to determine the impact of the author's specific word choices on the tone and meaning of the text.

Card 6 of 8

Let's Work With Words!

"They began at once to leave off their wild and ***savage*** habits; and instead of ***lurking*** in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them."

- Above each bolded word, write a possible replacement.
- With your partner, read the paragraphs with the replacement words and discuss how changing the words impact the tone of the sentence.

Let's Work With Words!

Suggested Pacing: ~ 10 minutes

Directions:

- Ask students to follow the directions on the slide.
- When they are finished, say to students: "Remember, tone is the author's attitude toward the subjects of a text. So, if I refer to a character as confident, it reveals something different than if I refer to the same character as arrogant. While the character doesn't change, my tone toward that character does change. Thus, the words an author uses creates the author's tone, and the author's tone affects your understanding of the text. Now, consider how changing the words in this text impacts your understanding. How did changing the words impact the meaning or tone of the sentences?"

Guiding and Prompting Questions:

- "How might an author's tone change the way you view the character?" Students might respond by saying: in this paragraph the author's tone made them applaud and admire a character like Prometheus for giving the gift of fire to humans.
- "After rereading the paragraph with your replacement words, what is the tone?" Students will respond with an explanation of how their own words might have changed the tone.

Student Look-Fors:

- Ensure students have highlighted words which are important to the meaning of the text and signal the author's tone, such as *forethought, amid, idleness, intent, wretched, tyrant, hastened, savage, lurking, and foreboding*.
- Ensure students are including suitable replacements for the highlighted words, such as *forethought* (thinking ahead), *amid* (with), *idleness* (doing nothing), *intent*(determined), *wretched* (unhappy), *tyrant* (ruler), *hastened* (went quickly), *savage* (uncontrolled), *lurking* (hiding), and *foreboding* (worry)
- As needed, model for students how to determine replacement words using context clues, dictionary, or thesaurus.

Gallery Walk Chart #5

Excerpt from Lesson 35: Extension Task Research

Card 3 of 8

Let's Prepare!

Today we will:

- Begin research on how our understanding of intelligence has evolved over time.

Card 5 of 8

Let's Read!

DEPARTMENT of EDUCATION
Louisiana Believes

Extension Task Directions

Throughout "Flowers for Algernon," Charlie's understanding of intelligence evolves. How has our understanding of intelligence changed over time?

Write an informative essay in which you (1) present at least 2 different theories of intelligence and (2) explain why each theory is or is not widely accepted today. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations. Include a Works Cited page.

To prepare for this writing this essay, conduct the following tasks:

- Engage in a series of discussions in response to the following questions:
  - Describe the moments in "Flowers for Algernon" when Charlie's understanding of intelligence evolves. Why are these moments important?
  - Is intelligence a number you are born with, a predictor of how intelligent you can be, or is it meaningless in telling anything about a person's capacity for knowing and understanding? Use evidence from Charlie's experiences and emotions in "Flowers for Algernon" in your response.
- Research the history of work on intelligence to answer the questions for the essay. Possible sources:
  - Human intelligence from University of Indiana at Bloomington
  - Intelligence from Psychology Today
  - "IQ in the Face," Stephen Gould From Psychology Today
  - Intelligence Quotient from Science Daily
  - "IQ Tests are Fundamentally Flawed' and Going Them Alone to Measure Intelligence is a Fallacy: Study Finds," Steve Connor From Independent
  - Genius From Emory University
  - "Howard Gardner's Theory of Multiple Intelligences," Faculty Development and Instructional Design Center at Northern Illinois University
  - "Howard Gardner: 'Multiple Intelligences' are Not 'Learning Styles'," Valerie Strauss From *The Washington Post*
- Keep track of sources used to create a Works Cited page. Use an online citation formatting site such as Citation Machine to format entries for the Works Cited page.

Grade 2: Flowers for Algernon

- Read the extension task directions.
- Determine the focus of your research.
  - What topics will you be researching?
  - What are some questions you might explore based on those topics?
  - What process will you use?

Let's Read!

Suggested Pacing: ~ 15 minutes

Directions:

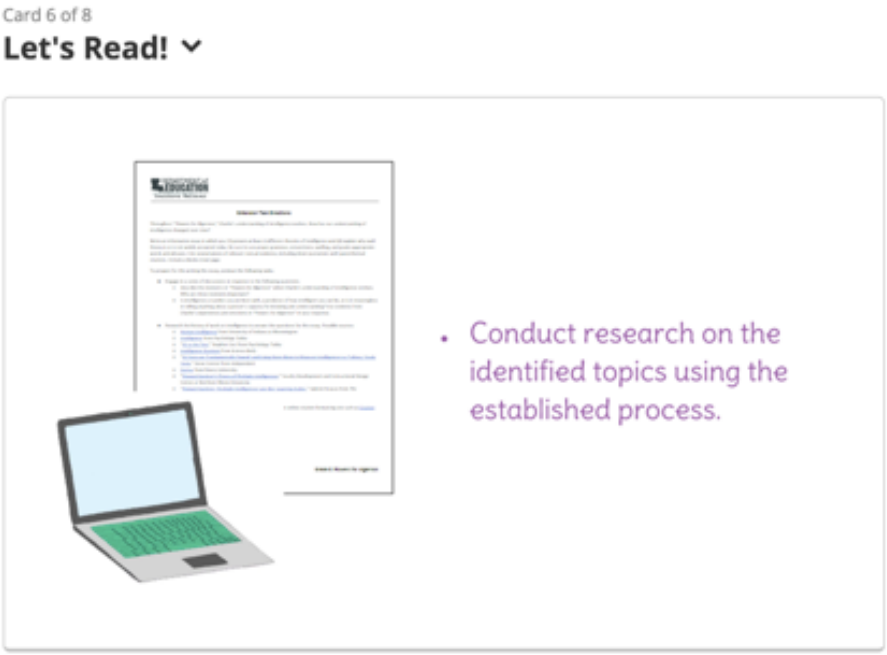
- Explain the next steps for the research process (question #3 on the slide) and clarify specific expectations based on your individual situation.
    - With what sources should students begin their research? Possible options: Use only the sources on the extension task directions, include additional print resources (work with a school librarian to locate useful sources), or allow students to conduct their own searches to locate credible sources.
    - Where and how will students gain access to online sources? Possible options: Students may go to the school library to conduct research, or the classroom might have access to a laptop cart.
    - Where and how should students keep their research notes? Possible options: Students may take notes in their reading log. Students may number the sources listed on the extension task directions and then place that number beside the notes which came from that source.
    - How long will students have to research? What is the research timeline (i.e., how many sources should they research in a day)? Possible options: This depends on your individual situation. Make sure to set the expectations for time with students in advance of conducting research.
- As needed, model for students how they should take their notes and capture bibliographic information for later when they need to include a works cited page.

Student Look-Fors:

- Should understand the following before engaging in research:
    - Research topics: Details about theories of intelligence and their development over time
    - Possible research questions: What are some theories of intelligence? Why are there so many theories of intelligence? What is similar and different about the theories of intelligence? Are any of the theories of intelligence connected to each other? How did some theories of intelligence come to be? How has our understanding of intelligence changed over time?

Additional Notes:

- Students are expected to come up with their own research questions, so engaging in conversation and sharing models will support them in meeting this expectation.



Let's Read!

Suggested Pacing: ~ 20 minutes

Directions:

- Engage students in research using the process most effective for your individual situation.

Student Look-Fors:

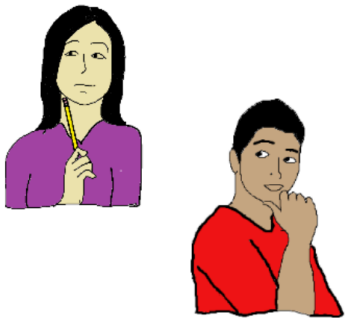
- Monitor students are they are researching. Ensure they are:
    - Conducting research using the research questions they developed.
    - Using the provided sources (if that is the expectations) or using searches effectively and credible sources (if students are locating their own sources).
    - Recording their notes and the necessary bibliographic information in the established format.

Gallery Walk Chart #6

Excerpt from Lesson 14: Conduct a Socratic Seminar

Card 3 of 8

Let's Prepare!



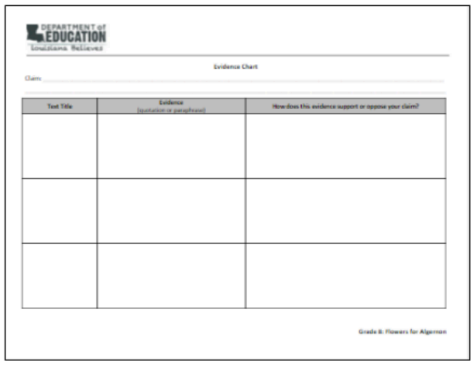
Today we will:

- Conduct a Socratic seminar based on the questions: How has Charlie changed? How do the author's choices contribute to your understanding of these changes and their impact on Charlie?

Card 5 of 8

Let's Read!

How has Charlie changed? How do the author's choices contribute to your understanding of these changes and their impact on Charlie?



- With a partner, gather additional evidence from Progress Reports 1-9 of "Flowers for Algernon."
- Be sure to gather evidence that both supports and opposes your claims.

Directions:

- Divide students into pairs so that students with similar claims are paired together.
- Remind students of the goal and process of the Socratic seminar: "Today we are going to conduct a Socratic seminar. The goal of the seminar is to evaluate the success of Charlie's surgery as we understand it so far in 'Flowers for Algernon.' To conduct our seminar, we will be dividing into two circles--an inner circle and an outer circle. The inner circle will be responsible for discussing the questions on the slide. The outer circle will be responsible for listening to the inner circle and taking notes of the claims, reasons, and evidence provided during the seminar. To prepare for our seminar, we are going to locate evidence and then establish norms for the inner circle as a class."
- Ask each pair to share the evidence they gathered for homework and work together to locate additional evidence.
- Remind students to collect as much evidence as they can, as they will use it during the seminar.

Student Look-Fors:

- Access a completed evidence chart under the Additional Materials tab.

Card 6 of 8

Let's Discuss!

Inner Circle Norms
• **Refer to the text to demonstrate understanding of the text.** • **Use the conversation stems.** • **Everyone should participate**: Invite and allow others to speak at least once. • **Continue the conversation**: Talk to each other and listen to build on each other's thoughts. • **Consider all viewpoints and ideas**: Justify your own claim or acknowledge changes in your perspective. • **You are responsible for the quality of the seminar.**

DEPARTMENT of EDUCATION
Louisiana Believes

Conversation Stems[1]

Clarifying
- Is it your position that...
- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

Paraphrasing
- Put another way, you're saying...
- So you're saying that...
- Is it fair to say that you believe...
- I hear you saying that...

Agreeing
- I agree with ___ because...
- ___'s point about ___ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

Disagreeing
- I see it differently because...
- The reasons and details ___ provided better support ___ because...
- There is no evidence to suggest that is true.
- I agree that ___, but we also have to consider that...
- We see ___ differently.

Elaborating
- ___ mentioned that...
- Yes, and furthermore...
- Adding to what you said...
- I agree, and I want to add that...

Summarizing
- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...
- Ultimately, my goal is to demonstrate that...

[1] Adapted from teThought at http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/

Grade 8: Flowers for Algernon

Directions:

- Establish norms as a class for the inner circle during the seminar.
- Write the norms on chart paper or white board so students can see them during the seminar.
- Model and/or practice expectations for engaging in the seminar.

Student Look-Fors:

- Ask students to review the conversation stems with their partner to identify which ones would be good for meeting a specified expectation. Have 2-3 pairs role play some examples of how they could use the stems to meet that expectation, such as inviting someone into the conversation or considering all viewpoints and ideas while justifying their own claim and acknowledging changes in their perspective.
- Prompt pairs to write 2-3 clarifying questions they might ask about the Socratic seminar question, such as "Why did Charlie have the surgery?" or "What were the results of the surgery?" Explain to students that having these questions on hand will allow them to extend the conversation and invite others to participate.
- Have students practice with their partner using the conversation stems to distinguish an opposing claim from their own claim and using evidence which supports that claim to support their own. For example, "While X says Charlie is not better off from the surgery because he is now knows his friends really aren't his friends, I see it differently because now at least Charlie knows not to hang out with Joe and Frank any longer. Knowing is better than not knowing and being a fool.