

Teacher(s): Camryn Curtis	Subject: English
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Standard(s): **Common Core, Arizona Career and College Ready Standards, ISTE Standards apply to this lesson**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)
- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). (9-10.RL.7)
- Cite specific textual evidence to support analysis of primary and secondary sources. (6-8.RH.1)
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (6-8.RH.2)
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (6-8.RH.4)
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (6-8.RH.7)

Objectives (Explicit): **Use Bloom’s verbiage and “formula”**

This lesson is an introduction to *The Outsiders* by S. E. Hinton.

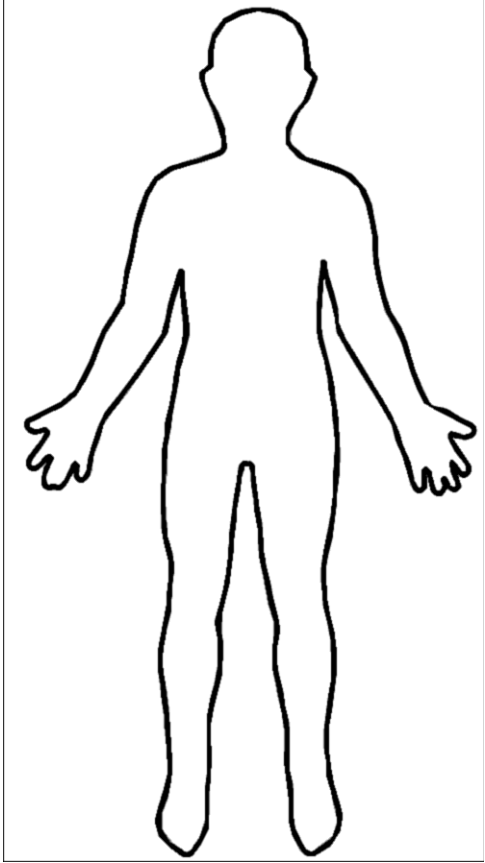
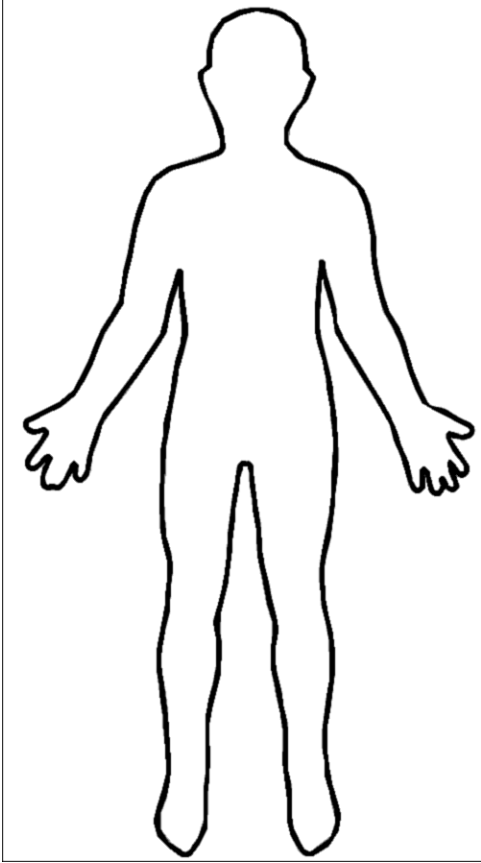
- SWBAT compare and contrast the social, political, economic, artistic, and cultural circumstances of 1960’s Tulsa, Oklahoma to those of present-day Tempe, Arizona by filling out a multi-media graphic organizer and providing two pieces of evidence for each category.

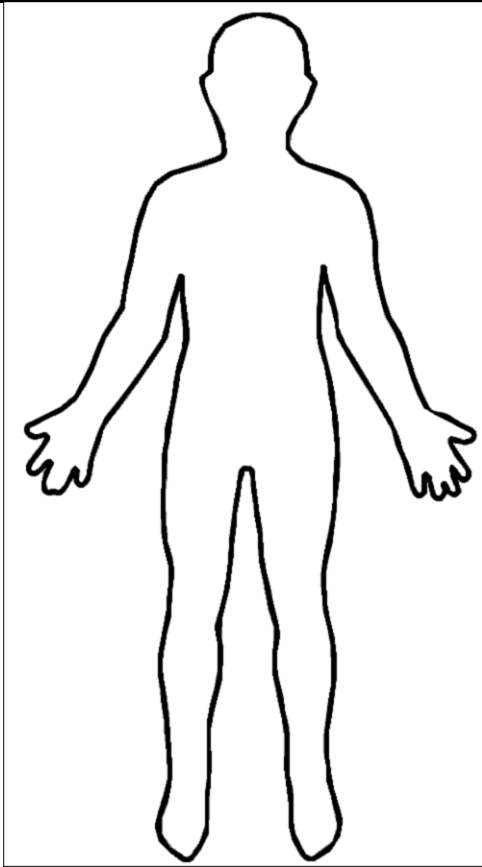
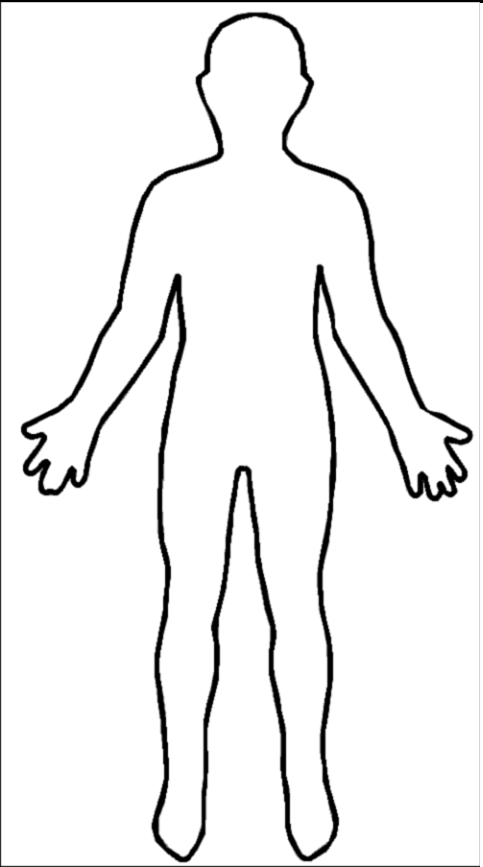
Evidence of Mastery (Measurable): **An actual “product” /Include an explanation of how you are going to grade/grading tool? (rubric, checklist, etc.)**

For this lesson, mastery looks like a completed multi-media graphic organizer. Students will provide two pieces of evidence for each category—including quotes, images, video clips, or audio recordings—and one piece of analysis per category. These pieces of evidence will come from the activities we do throughout the lesson. Additionally, as the final part of the organizer, students will draw pictures of a Greaser and the modern equivalent, and a Soc and the modern equivalent, labeling at least four significant parts of their drawings and explaining the comparisons.

Organizer:

1965 Tulsa, Oklahoma		2016 Tempe, Arizona	
Social	Evidence	Social	Ex. Gangs are divided along race lines, neighborhood lines, and bloodlines.
	Evidence		Ex. The difference between the lifestyles of the rich and poor is huge, and the “middle class” covers a massive range.
	Analysis		Ex. Modern sources of division are different from the 1960’s because we are not divided into “haves” and “have-nots,” but more like into a giant scale of “have-mores” and “have-less-es,” but the divisions are similar because gangs still involve family.

Political	Evidence	Political	Evidence
	Evidence		Evidence
	Analysis		Analysis
Economic	Evidence	Economic	Evidence
	Evidence		Evidence
	Analysis		Analysis
Artistic	Evidence	Artistic	Evidence
	Evidence		Evidence
	Analysis		Analysis
Cultural	Evidence	Cultural	Evidence
	Evidence		Evidence
	Analysis		Analysis
“Greaser”		Modern	

"Soc"		Modern	
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Rubric:

	10-9	8-7	6-5	4-0
Evidence	18-20 pieces of evidence are provided. The evidence is in the correct category.	17-14 pieces of evidence are provided. The evidence is in the correct category, except 1-2 pieces.	13-10 pieces of evidence are provided. The evidence is in the correct category, except 3-4 pieces.	9-0 pieces of evidence are provided. 5 or more pieces of evidence are not in the correct category.
Analysis	10-9 analyses are provided. The analyses make sense and correspond to the evidence.	8-7 analyses are provided. The analyses make sense but don't strongly correspond to the evidence.	6-5 analyses are provided. The analyses make sense but don't correspond to the evidence.	4-0 analyses are provided. The analyses don't make sense and/or don't correspond to the evidence.
Drawing	All drawings are complete.	3 drawings are complete.	2 drawings are complete.	1 or 0 drawings are complete.
Labels	Each drawing has 4 descriptive labels, 15-16 total. All the	Each drawing has 3-4 descriptive labels, 12-14 total. 12-14	Each drawing has 2-3 descriptive labels, 8-11 total. 8-11	Each drawing has 0-3 descriptive labels, 0-7 total. 0-7 similarities

	similarities are circled and the differences underlined.	similarities are circled and differences underlined.	similarities are circled and differences underlined.	are circled and differences underlined.
Total: ____/40				

Sub-objectives, SWBAT (Sequenced from basic to complex): **Content and Language objectives – action verbs such as write, list, highlight, etc.)**

- SWBAT use 1960's slang conversationally by reading a list of slang vocabulary words and conversing with at least one other student for five minutes.
- SWBAT decipher the social, political, economic, artistic, and cultural implications of 20 pictures from the 1960's and 20 pictures from the modern day by using a graphic organizer to represent their interpretations with evidence and analysis.
- SWBAT decipher the social, political, economic, artistic, and cultural implications of 10 movie clips from the 1960's and 10 movie clips from the modern day by using a graphic organizer to represent their interpretations with evidence and analysis.
- SWBAT compare and contrast 16 elements of the social, political, economic, artistic, and cultural elements of 1960's Tulsa, Oklahoma with modern day Phoenix by drawing and labeling depictions of Greasers and Socs, and their modern equivalents.

Key vocabulary:

social, political, economic, artistic, cultural

Greaser, Soc/Socs, Juke Box, Elvis, Beatles, Barrel Racing

Blade- A knife

Booze- Any type of alcohol, usually beer

Breeze, fly- A pretty girl

Broad-A term for a woman, usually offensive

Bull session- A term used in the 50's & 60's referring to young people talking

Cancer stick, weed- A cigarette

Chessy cat- The fictional Cheshire cat from "Alice in Wonderland."
A trickster

Cooler- Jail

Corvair- A popular sports car in the 60's

Dig- To understand; to like

Fuzz- Police

Materials/Technology Resources to be Used:

Google Docs

Paint (or another digital painting program)

YouTube

Google Slides

<p>Hacked off- To be angry</p> <p>Heater -Gun</p> <p>Hood- A young person who gets into trouble or acts in a criminal way</p> <p>Jump- To beat up; assault</p> <p>Kools- A popular brand of cigarettes in the 60's</p> <p>Lift- To steal</p> <p>Lighting up- To light a cigarette</p> <p>Lone it- To do something or go somewhere alone</p> <p>Rank- Something uncool; not fun</p> <p>Rolled- To rob (someone)</p> <p>Rumble- A large, no-holds barred fight between groups of people; a gang fight</p> <p>Scrap- A fight</p> <p>Souped up- Something modified or upgraded for performance or looks (usually cars)</p> <p>Tuff- Cool, fashionable. A compliment</p> <p>Turf- A territory or location belonging to a person or group</p>		
<p>Opening (state objectives, connect to previous learning, and make RELEVANT to real life) ENGAGE/ “hook” the students</p> <p>If appropriate to the school environment, when the students walk into class, I will be dressed like a Greaser from 1965, and I'll welcome the students to our “hot spot.” I'll explain that this week, we are starting <i>The Outsiders</i> by S. E. Hinton. I will ask students to list off some modern slang words, and then I will present them with a list of 1960's slang. Students will hold a five-minute conversation with their friends, using as many 1960's slang words as they can.</p> <p>After the five minutes are up, I will ask students to silently contemplate how they have seen the following problems either in their own lives, the lives of people they know, or in the world in general: racism, sexism, gang violence, bullying, and absent parents. I will tell the students that <i>The Outsiders</i> deals with all those problems, and it was written by an actual teenager during the 1960's.</p>		
<p>Instructional Input</p>	<p>Teacher Will: Be specific</p> <p>I will present the students with the graphic organizer and rubric in the form of a Google Doc, and I will verbally explain the directions. The directions will also be written at the top of the Google Doc.</p> <p>I will check for student understanding by asking</p>	<p>Student Will: Be specific</p> <p>Students will follow along with me as I give directions. They will have the graphic organizer, rubric, and slide show open in front of them.</p> <p>Students will input the sample evidence and analysis at the same time as me, as I model the</p>

	<p>students to hold up their fingers on a scale of 1-5 (totally confused to totally on-board) to indicate how well they understand.</p> <p>I will verbally explain some of the basic social, political, economic, artistic, and cultural realities of 1960's Tulsa, Oklahoma. My explanation will be accompanied by pictures on a Google Slide presentation.</p> <p>I will model how to look at three images and decipher their social, political, economic, artistic, and cultural implications. I will demonstrate to students how to then fill my evidence and analysis into the graphic organizer.</p> <p>I will check for student understanding by asking a confident volunteer student to perform the task in front of the class, and then asking the class to hold up their fingers on a scale of 1-5 (totally confused to totally on-board) to indicate how well they understand.</p>	<p>process.</p>
	<p>Co-Teaching Strategy/Differentiation How will your instruction look different for those students who need differentiation or accommodations during your instructional input/teaching?</p> <p>The visual, auditory, and written components of this segment of the lesson accommodate different learning styles. The availability of all the lesson's content on the students' personal devices accommodates different learning speeds, and seeing or hearing disabilities.</p> <p>If electronics are not available, the organizers can be printed, and the multi-media component of the assignment suspended.</p> <p>One-teach one-observe: This section only calls for one primary speaker.</p>	
<p>Guided Practice</p>	<p>Teacher Will: Be specific</p> <p>I will host a pretend drive-in movie theater, showing students salient clips from 1960's television shows and movies. These clips will clearly demonstrate the social, political, economic, artistic, and cultural elements of the 1960's, and give students ample evidence to work with.</p> <p>At the end of each clip, I will ask the whole class what elements they noticed, and I will verbally and visually (by referencing the footage) clarify any misunderstandings that arise.</p> <p>I plan to show about half an hour's worth of clips, roughly 6-10 segments.</p>	<p>Student Will: Be specific</p> <p>Students will watch the clips and fill in their organizers with their evidence and analysis.</p> <p>The video clips will be available to students on their own personal devices as well, which will allow them to take and incorporate screen shots, or embed moments of the videos, into their Google Doc organizers.</p> <p>Students will contribute their analyses in a whole-class discussion.</p> <p>After each clip, students will take a few minutes to record their thoughts and evidence.</p>

	<p>Co-Teaching Strategy/Differentiation/Check for Understanding...how are you going to know if EACH student is ready to move onto independent practice? And how are you going to differentiate if they do not understand?</p> <p>The visual, auditory, and written components of this segment of the lesson accommodate different learning styles. The availability of all the lesson's content on the students' personal devices accommodates different learning speeds, and seeing or hearing disabilities.</p> <p>I have accounted for time at the end of each clip to answer questions and address confusion. If some students have specialized questions or are having a particularly difficult time understanding, then I can address the confusion with them privately while students independently take a few minutes to record everything in their organizers.</p> <p>One-teach one-assist: One teacher leads the discussion while the other teacher circulates to give answers to questions.</p>	
Independent Practice	<p>Teacher Will: Be specific</p> <p>I will give students some time to finish their organizers, and to complete their drawings.</p> <p>I will circle through the room to observe student work, answer questions, and offer guidance. This is a time for the students to work independently, so I will keep my comments to a helpful minimum.</p> <p>I will also use this time to gauge understanding by observing students' progress on their organizers and drawings.</p>	<p>Student Will: Be specific</p> <p>Students will take some time to finish their organizers, and to complete their drawings.</p> <p>Students will have access to Google during this independent work time, and they can use the image search engine as a reference for their drawings, both old and modern.</p> <p>Students will also still have access to the film clips, so that they can review them in greater detail, or revisit them, if need be.</p>
	<p>Co-Teaching Strategy/Differentiation How will your instruction look different for those students who need differentiation or accommodations?</p> <p>The visual, auditory, and written components of this segment of the lesson accommodate different learning styles. The availability of all the lesson's content on the students' personal devices accommodates different learning speeds, and seeing or hearing disabilities.</p> <p>Because of the independent nature of this portion of the assignment, I am free to give individualized attention to students who need it, but I will try to let them work as independently of me as possible.</p> <p>Parallel Teaching: Both teachers will perform the same function during this segment.</p>	
	<p>Closing/Student Reflection/Real-life connections: What connections will students make to their real lives? What essential questions will they reflect on in their closure of the lesson?</p> <p>The whole lesson asks students to compare the 1960's to their modern lives. Before students leave, I will ask them to write on a sticky note their favorite part of the lesson, their least favorite part, and one valuable thing they learned, and students will slap the sticky note on the door on their way out.</p>	