



Teacher-to-Teacher

Video Series
for Secondary Educators

TITLE: A Sure Bet!

PRIMARY SUBJECT AREAS: English Language Arts

GRADE LEVEL: 9 (adaptable to higher and lower grades)

OVERVIEW: Teacher defines solitary confinement using the criteria for the lawyer's imprisonment in Anton Chekhov's *The Bet* and teacher/students respond to a journal prompt: How long would you be willing to remain in solitary confinement for two million dollars? Discuss responses. Allow a few minutes for students to skim the story and share any pre-reading observations. Before reading, students are reminded to read as a writer- noticing literary elements and devices employed by the author, noting unfamiliar vocabulary. Once reading of the second *flashback* (approximately half way through the story-“The old banker remembered all this...”) is completed, pause to predict the story's direction/conclusion and question author's purpose/point of view in reading logs- a separate notebook dedicated solely to reader response. Allow time for discussion. Upon reading completion, record final reflections in the reading logs and unfamiliar terms on individualized vocabulary study sheets. Discuss reflections and identify new vocabulary, well-turned phrases, literary elements, etc.

Individualized written extension of the lesson could take various forms. Students could write an alternate ending, a story extension, a persuasive paper, or a letter to the author. These writings could then be taken through the writing process.

APPROXIMATE DURATION: approximately 5-6 fifty minute class periods

LOUISIANA CONTENT STANDARDS:

<http://www/DOE/assessment/standards/ENGLISH.pdf>

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

- ELA-1-H2 analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection;
(1, 2, 4)
- ELA-1-H3 reading, comprehending, and responding to extended, complex written, spoken, and visual texts;

Standard Six: Students read, analyze, and respond to literature as a record of life experiences.

ELA-6-H1 identifying, analyzing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups;

(1, 2, 4, 5)

ELA-6-H3 identifying, analyzing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, poetry, fiction, biography, autobiography, nonfiction, novels, drama, epic);

(1, 2, 4, 5)

Standard Seven: Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.

ELA-7-H1 using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts; (1, 2, 4)

GLEs Addressed:

Grade 9

2. Identify and explain story elements, including:
 - the author's use of direct and indirect characterization
 - the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader
 - the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2)
3. Identify and explain the significance of literary devices, including:
 - mixed metaphors
 - imagery
 - symbolism
 - flashback
 - foreshadowing
 - sarcasm/irony
 - implied metaphors
 - oxymoron (ELA-1-H2)
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:
 - nonfiction works
 - short stories/novels
 - five-act plays
 - poetry/epics
 - film/visual texts
 - consumer/instructional materials
 - public documents (ELA-1-H3)
6. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)

9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:
 - essays by early and modern writers
 - epic poetry such as *The Odyssey*
 - forms of lyric and narrative poetry such as ballads and sonnets
 - drama, including ancient, Renaissance, and modern
 - short stories and novels
 - biographies and autobiographies (ELA-6-H3)

11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - summarizing and paraphrasing information and story elements
 - comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information
 - comparing and contrasting complex literary elements, devices, and ideas within and across texts
 - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts
 - making inferences and drawing conclusions
 - making predictions and generalizations (ELA-7-H1)

TECHNOLOGY STRATEGIES:

<http://www.louisianaschools.net/DOE/LCET/curric/k12stand.pdf>

Technology Communication Tools (*Communication Foundation Skill*)

Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.

Technology Productivity Tools (*Resource Access and Utilization Foundation Skill*)

Students use technology tools to enhance learning, increase productivity, and promote creativity.

Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)

Students use appropriate technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

INTERDISCIPLINARY CONNECTIONS:

Geography: Physical and Cultural Systems, Civics: Citizenship and Government

OBJECTIVES:

1. The learner will read, analyze, and respond to world literature.
2. The learner will demonstrate critical thinking, questioning, prediction, investigation, comprehension, and analysis skills.
3. The learner will determine word meaning in complicated literary text.
4. The learner will work cooperatively in a small group to accomplish a specific task.
5. The learner will examine the value of self-respect, appropriate methods of resolving internal and external conflicts, and the consequences of gambling through class discussion.

MATERIALS:

The Bet by Anton Chekhov

(included in *Adventures in Appreciation* Textbook)

Journal and/or Reading Log Notebooks

Newsprint/Large Paper for Group Presentations

Library Access for Persuasive Writing

Internet Access for Discussion Boards, Etc

TECHNOLOGY CONNECTIONS:

Hardware: Computer w/Internet Access, Video Camera, Tape Recorder/Player

BACKGROUND INFORMATION:

The students should be able to read, comprehend, and respond to literary text. They should have the ability to apply basic reasoning and problem solving skills. A beginner's knowledge of technology will suffice.

LESSON PROCEDURES:

1. Teacher defines solitary confinement using the criteria for the lawyers imprisonment in Anton Chekhov's *The Bet* and
2. Teacher/students respond to a journal prompt: How long would you be willing to remain in solitary confinement for two million dollars? Discuss responses
3. Allow a few minutes for students to skim the story and share any pre-reading observations. Before reading, students are reminded to read as a writer- noticing literary elements and devices employed by the author, noting unfamiliar vocabulary.
4. Once reading of the second *flashback* (approximately half way through the story-"The old banker remembered all this...") is completed, pause to predict the story's direction/conclusion and question author's purpose/point of view in reading logs-a separate notebook dedicated solely to reader response. Allow time for discussion.
5. Upon reading completion, record final reflections in the reading logs and unfamiliar terms on individualized vocabulary study sheets.
6. Collaborative learning groups are then established:

- Group #1 Identify new vocabulary
- Group #2 Read as writers
Identify well-turned phrases
- Group #3 Identify literary elements
- Group #4 Identify "What's next?"

Groups present findings to class using large paper.

7. Individualized written extension of the lesson could take various forms. Students could write an alternate ending, a story extension, a letter to the author, a persuasive paper (online/library research), or a posting on an online literary bulletin board. Some of these writings could then be taken through the writing process.

ACCOMMODATIONS/MODIFICATIONS:

If not already available, story could be recorded so students needing extra time or clarification may listen to the story at home.

Collaborative learning portion would allow for peer support in a smaller setting.

REPRODUCIBLE MATERIALS:

N/A

ASSESSMENT PROCEDURES:

- ◆ Teacher observation is a major assessment component in this activity.
- ◆ Teacher can create rubrics to address specific components and/or goals. (i.e., expectations for notebook entries, rubric for group participation, minimum of vocabulary search, etc.)
- ◆ Culminating writing activities can be evaluated according to LEAP 21 criteria or unit/course-specific criteria.

EXPLORATION AND EXTENSION:

- ◆ Alternate Endings
- ◆ Story Extensions
- ◆ Persuasive Essay
- ◆ Letter to Author
- ◆ On-line Literary Discussion Boards

RESOURCES: Louisiana Department of Education Content Standards obtained @: <http://www.doe.state.la.us/DOE/asps/home.asp?l=CONTENT>

REFLECTIONS:

- ◆ This lesson has worked well with students at varying levels of reading competency.
- ◆ Students consistently demonstrate an ability to provide meaningful response to text.
- ◆ Through our discussions students are truly encouraged to examine : the consequences of gambling, the value of self-respect, and appropriate methods of resolving internal and external conflicts
- ◆ Inevitably someone asks, "What else did this guy write?"

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