

Activity Guide

“After You Listen”

Lesson Plan

NM Learning Standards Addressed: (See Table at the end of this Activity)

Objectives: *(Note: It is neither necessary nor recommended to attempt all objectives listed below. We recommend choosing objectives and activities based on the needs of your group of students.)*

Level One Objective - Suggested Grades 6-7

1. After analyzing informational text in written and audio format using a graphic organizer and participating in a group discussion, students will summarize text, identify the main idea and supporting details, and identify the problem and solution. *(see activity 1, 2, and 3) in the “Activities” section of this plan)*

Level Two Objective - Suggested Grades 7-8

2. After analyzing informational text in written and audio format using a graphic organizer and participating in a group discussion, students will make text-to-text, text-to-self, and text-to-world connections. *(see activity 4 in the “Activities” section of this plan)*

Level Three Objective - Suggested Grades 9-12

3. After analyzing informational text in written and audio format using a graphic organizer and participating in a group discussion, students will Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. *(see graphic organizer 5 and 6 in the “Activities” section of this plan)*

Activities: (choose one or more of the activities below)

Materials/resources Used

- 1. "Good News Good Planet" website
 - a. Audio Recorded Story
 - b. Story transcript (text)
- 2. Printable Materials for level 1,2, and 3 activities. (choose one or more activities depending on time and intended level of difficulty).

Assessments

Students show that they can answer each item prompt by citing evidence from the text.

Culturally and Linguistically Responsive Teaching and Learning
(Considerations for teacher planning and class discussion)

- 1. Who is represented in this story?
- 2. How are those groups and/or individuals portrayed?
- 3. Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
- 4. How is this story culturally/linguistically responsive?

VABB Analysis

Validate
The intentional and purposeful legitimization of the home culture and language of the student.

Affirm
The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.

The information in this story is important to me because...

Who is represented in this story?
How are those groups and/or individuals portrayed?

Build	Bridge
<p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>The information in this story is important to my family and community because...</p>	<p>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?</p>

NM Learning Standards addressed by this activity	
<p>Inquiry (Social Studies)</p>	<p>7.8. Make connections between current events, historical materials, and personal experience. 8.1. Develop compelling questions about a relevant topic of interest.</p>
<p>English Language Arts Standards » Speaking & Listening</p>	<p>CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

Activities: The pages that follow include printable resources for completing the activities in this lesson plan. Keep the following in mind as you plan instruction:

1. **Keep it simple:** It is neither necessary nor recommended that you attempt to complete all of the activities in this lesson plan. Instead, choose the activities that best fit the learning needs of your class. The most important consideration is to allow your students an opportunity to actively process the stories that they have listened to.
2. **Differentiation:** All students do not need to do the same activity. You may choose to match activities with different levels of difficulty or learning objectives that meet individual needs.
3. **Getting away from the worksheet:** These activities can be completed in multiple ways. Rather than asking students to complete the activity in its printable form, consider having groups of students create posters, presentations, or use other formats. Teachers may also use the activity sheet as a guide for a whole class discussion rather than asking each student to create their own written response.
4. **Go your own way:** You may already have your own approach to helping students to evaluate and understand a text. Use that if you wish.
5. **Cultural Responsiveness:** You may want to forgo the activities altogether and use the sections of this lesson plan that focus on cultural responsiveness. These are: “Culturally and Linguistically Responsive Teaching and Learning” and “Validate, Affirm, Build, and Bridge VABB Analysis”

Activity #1 Summarizing/Main Idea and Supporting Details

Main Idea and Supporting Details: Identify the main idea and then provide three supporting details.

Main Idea:

Supporting Detail #1

Supporting Detail #2

Supporting Detail #3

Supporting Detail #1
Diagram/Illustration

Supporting Detail #2
Diagram/Illustration

Supporting Detail #3
Diagram/Illustration

Student Name: _____ Grade: _____ School: _____

Activity #2 Problem and Solution

Problem and Solution: Identify the main idea and then provide three supporting details.

Problem: What problem does the author identify in this story?

Solution: What solution does the author identify in this story?

Your Solution: Does this problem exist in your community? What might be some solutions for this problem in your community?

Student Name: _____ Grade: _____ School: _____

Activity #3 Summarizing

Summarizing: Write a one or two sentence description of what happened in the beginning, middle, and end of the story. Next, create a diagram, illustration, or drawing about what happened.

Beginning	Middle	End
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
Beginning: Diagram/Illustration	Middle: Diagram/Illustration	End: Diagram/Illustration

Student Name: _____ Grade: _____ School: _____

Activity 4 Connecting to Text

Text - to - Text	
Cite one example of an assertion that the author makes.	Cite one example of evidence that the author provides for this assertion?
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Text - to - Self	
Think of at least one connection that you can make between the article and yourself? For example, does this story remind you of something that you have experienced, something that you have thought about before, or something that you would like to know more about?	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Text - to - World	
In this story the author identifies a problem and a solution. What other places in the world or right in your own community might have this same problem? What solutions have been tried? Could the solution from this story work elsewhere?	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Student Name: _____ Grade: _____ School: _____

Activity 5 Author's Purpose/Reasoning and Use of Evidence

Author's Purpose

Explain why the author wrote this article? Was it to entertain, inform, persuade, describe, or some other purpose? Cite one example from that text that led you to your answer to this question.

Reasoning and Use of Evidence

What is the primary assertion or argument (implicit or explicit) that the author is making in this story?

What evidence does the author use to support their argument?

Student Name: _____ Grade: _____ School: _____

Activity 6 Rhetorical Devices

Rhetorical Devices

First let's start with some important definitions.

Rhetoric is the art of effective or persuasive speaking or writing.

Rhetorical Devices are the ways or strategies that a writer or speaker may use to try to persuade their audience of a particular viewpoint.

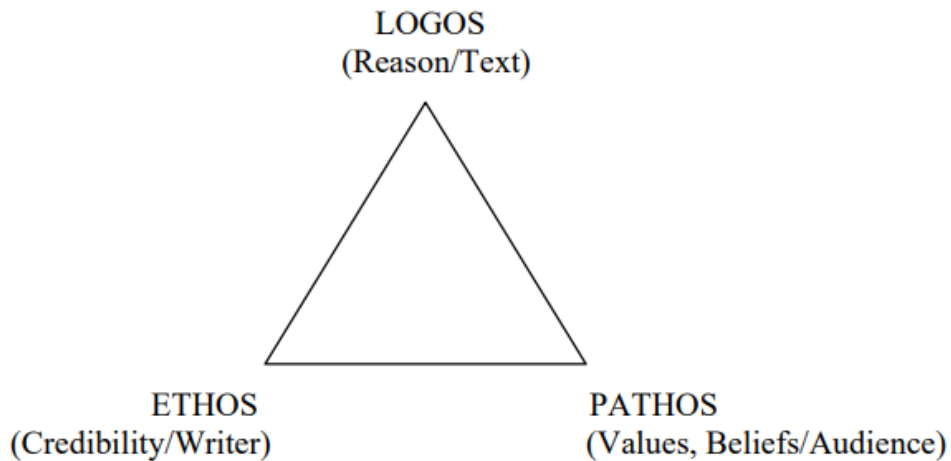
Four importance rhetorical devices are:

- Logos, an appeal to logic and reasonable arguments;
- Pathos, an appeal to emotion or beliefs of the audience;
- Ethos, an appeal to ethics, morality, or right and wrong
- Kairos, an appeal to time. "We must do this now because..."

Rhetorical Triangle: A speaker's ability to persuade an audience is based on how well the speaker appeals to that audience in three different areas: **logos, ethos, and pathos** (see below).

Tone is the author's attitude toward the topic. The author's attitude is expressed through the words and details he or she selects. For example, textbooks are usually written with an objective tone which includes facts and reasonable explanations. The objective tone is matter-of-fact and neutral.

The Rhetorical Triangle



What argument (implicit or explicit) is the author making in this story?

Student Name: _____ Grade: _____ School: _____

Rhetorical Devices (continued)

Cite one example of how the author or speaker used “Logos” in this story.

Cite one example of how the author or speaker used “Ethos” in this story. (hint: the author’s tone can convey the author’s attitude about a topic as well as their credibility).

Cite one example of how the author or speaker used “Pathos” in this story.

Cite one example of how the author or speaker used “Kairos” in this story.

Student Name: _____ Grade: _____ School: _____