



Disciplinary Literacy



Handout #7

Disciplinary Literacy Sample Lesson Plan: History

English/LA

Grades 9-10

Lesson Duration: Approximately 2 hours (two days)

Common Core Standards Addressed:

[CCSS.ELA-Literacy.RH.9-10.6](#) Compare the point of view of two or more authors for how they treat the same or similar topics, including emphasize in their respective accounts.

[CCSS.ELA-Literacy.RH.9-10.10](#) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

[CCSS.ELA-Literacy.RI.9-10.9](#) Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

[CCSS.ELA-Literacy.WHST.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Universal Design for Learning “Checkpoints” Addressed (identified in lesson plan with an *) (CAST, 2011):

1.3 Offer alternatives for visual information (audio recording of text)

2.1 Clarify vocabulary and symbols (preteach vocabulary)

2.3 Support decoding of text (preteach decoding of multi-syllabic words)

3.1 Activate or Supply background knowledge (provide historical context)

3.2 Highlight big ideas and relationships (summarization activity)

5.2 Use multiple tools for construction and composition (summarization graphic organizer)

5.3 Build fluencies with graduated levels of support for practice and performance (partner reading, rereading, reading instructional level passages)

6.2 Support planning and strategy development (think alouds, identify strategies used to comprehend text)

7.2 Optimize relevance, value, and authenticity (teach at same time topic is covered in history/social studies)

8.3 Foster collaboration and community (partner reading and discussion)

Materials Needed:

Copies of the following text:

The Crisis No. 1 by Thomas Paine

Plain Truth by James Chalmers

Thoughts on Government by John Adams.

Links to websites providing background information

Audio recording of each text*

Student Learning Outcomes	Core Instruction (Tier 1)	Intensive Interventions (Tier 2 & 3)
<p>At the completion of this activity, students will be able to:</p> <ul style="list-style-type: none"> • read, annotate and analyze an original seminal U.S. historical document • source a historical document (determine author and probable bias; determine what the people at that time were doing and thinking) • record their metacognitive thinking as they solve comprehension problems • identify metacognitive thinking and fix-up strategies used by their partner • write the main ideas of the text • write a summary of the text using evidence from the text in a formal and objective tone attending to writing conventions <p>Note: This lesson is most effective when</p>	<p>Previous lessons have addressed how to:</p> <ul style="list-style-type: none"> • annotate text • read and write as an historian • determine main ideas • write a summary statement of ten words or less • work with an assigned partner <p><u>Before Reading</u></p> <ol style="list-style-type: none"> 1. The teacher discusses the objectives being addressed by this activity, and why they are important to learn. <i>“Today we’re going to learn to read closely and carefully a difficult, historical text, reading the way a historian would read. You’ll learn how to annotate, or take notes, as you read and you’ll become aware of the thinking you’re doing as you figure out what the text is about. Working with a partner, you’ll write down the fix-up strategies you find useful. Finally, you’ll</i> 	<p><u>Tier 2 Instruction</u></p> <p>For those students who continue to struggle reading the text, more intense support is required. While the rest of the class is working with their partner, form a small group to work with the teacher.</p> <ol style="list-style-type: none"> 1. Have the students whisper read the text with the teacher. 2. Stop and solve comprehension problems immediately*. 3. Require these students to read less of the text independently but be sure they read it carefully and with comprehension. 4. Provide multiple opportunities for students to read one section of the text repeatedly and to think aloud their processes to solve comprehension difficulties. 5. Provide students with an audio of the text to listen to while the

taught while students are studying this time period in their social studies class*.

Subsequent lessons will extend this activity and require students to independently analyze two related historical documents on the same topic written from different points of view and write a synthesis statement for all three texts.

write a summary of the text in formal, standard English, using evidence from the text to support your summary.”

Later this week we'll read two additional articles about the same topic but written by people with opposing points of view. You'll work with your partner to analyze the second text, and you'll work independently analyzing the third text. When you have completed these activities, you will know how to read challenging documents on your own, something that is required in college and often on the job.”

2. The teacher provides copies of the article, *The Crises No. 1*, to all students and provides some background information about Thomas Paine and his pamphlets and what was going on at the time the pamphlets were published.

Information on Thomas Paine and the pamphlet, *The Crisis No. 1.**

- Born in England 1737
- Self educated
- Before coming to America, tried a number of occupations including teacher, grocer, and corset maker – all unsuccessful
- Immigrated to America 1774 after meeting Benjamin Franklin in England and receiving a letter of introduction
- Moved to Philadelphia becoming a journalist for local newspapers
- Wrote a series of 16 pamphlets between 1776 – 1783 while serving in Continental army

others are reading. Have the students stop the audio at regular intervals and record or write down their thinking processes*.

Tier 3 Instruction

Some students will continue to struggle with this activity. Generally, Tier 3 instruction is provided outside of the general education classroom by either an instructional specialist or a special education teacher. Students should be in small groups, all needing the same type of intervention.

Examples of intervention activities include:

1. Pre-teach vocabulary words*
2. Pre-teach how to decode multisyllable words*
3. Model metacognitive think alouds and fix-up strategies*
4. Have students read one sentence multiple times.
5. Model the think aloud strategy, employing metacognitive strategies, on a passage closer to the students' instructional level; have students read aloud and think aloud with a partner using that passage*
6. Pre-teach the summarizing graphic organizer.

Historical setting

- On July 4, 1776 America issued the Declaration of Independence
- Continental army fighting the British army
- General Washington asks Paine to read *The Crisis No. 1* on December 23, 1776 to the troops at Valley Forge, outside of Philadelphia, to bolster morale before crossing the Delaware River in a surprise attack on General Howe’s loyalist troops.

The teacher leads a short class discussion before reading the text. Examples of discussion questions include: “*Who wrote this text? Where did he live? Do you think he supports the American Revolution or England? Why do you think that? What was going on in the colonies at this time? It is December, almost Christmas, and the soldiers are cold and hungry. What do you think is on their minds? Why did George Washington, the general of the army, want Thomas Paine to read this article to the soldiers at Valley Forge?*”

3. The teacher models reading the first few sentences. “*First I am going to model how to read a difficult text and solve problems I encounter when trying to understand the text. I am going to “think out loud” so you can hear my thought process, or my metacognitive thinking. Listen while I read the first part of this text.*” Read the text, modeling metacognitive thinking. See

the attached text with the metacognitive thoughts in the comment boxes.

4. The teacher gives directions to the students for their partner work.

“Raise your hand if you’re Partner A. Raise your hand if you’re Partner B. Partner A, you will begin reading at the beginning of the text-whisper read so your partner can hear you. At the end of each sentence, stop and say what you are thinking. What is difficult? What are you thinking might help you figure this out? Partner B, note what your partner says on the text. Halfway through the text, Partner B reads and thinks aloud while Partner A makes notes. You may begin.

During Reading

Scaffolds for Students

1. In a small group, the teacher rereads what was modeled earlier and is more explicit about making his/her thinking visible. Teacher then reads a sentence and stops to ask a student to verbalize what he/she was thinking. All students have the opportunity to practice making their thinking visible*.
2. If needed, the teacher directly teaches the meanings of some of the vocabulary words that may be difficult to discern only through the text. English Language Learners (ELLs) may need to be taught more vocabulary. Be sure to point out cognates*.
3. Students may be paired with a student who is a better reader, though both

students need to read the text*.

4. Students may listen to an audio of the text and follow along before reading the text aloud*.
5. Review the rhetorical devices being studied, such as the use of aphorisms, emotional words, repetition of key phrases.

After Reading

After students have completed reading the passage, bring the class together again for debriefing. Questions to guide this part of the lesson include:

What strategies did you use to figure out this passage? (Chart their responses. Example responses may include: rereading, using context to figure out vocabulary words, relying on background knowledge, chunking the material, paraphrasing each section, asking questions while reading, etc.).*

Who or what is this passage about?

How does the author feel about this topic? How do you know (specify what in the text makes you think this)?

In 2-3 sentences, summarize this text.

Summarization Activity

1. Distribute the graphic organizer, *Summarizing From & Synthesizing Across Texts: Questions into Paragraphs** (Moje, 2010).
2. The teacher models, using the think aloud strategy to make visible his/her thinking as he/she develops the answers to the three questions.

	<p>3. The teacher models as he/she takes the answers to the three questions and composes a summary statement about the text*.</p> <p>Lesson Assessment Rubric Attached</p>	
--	--	--

References

CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.

Moje, E. B. (2010). Developing disciplinary discourses and identities: What's knowledge got to do with it? In G. L. Bonilla & K. Englander (Eds.), *Discourses and identities in contexts of educational change*. New York: Peter Lang.