

Figure 4.2 Lesson Plan for Opinion Stations in *A Raisin in the Sun* by Lorraine Hansberry

<p>Assessed Need: I have noticed that my students need: An opportunity to make connections between Hughes's poem and the title of the play.</p>
<p>Standard(s) Addressed: SL.11-12.4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>RL.11-12.9. Demonstrate knowledge of 18th-, 19th-, and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
<p>Text(s) I Will Use: <i>A Raisin in the Sun</i> and "Harlem (A Dream Deferred)"</p>
<p>Learning Intention for This Lesson: We will formulate our opinions in writing and in collaboration with others, and listen to the arguments put forth by opposing groups.</p>
<p>Success Criteria for This Lesson: I use evidence to form opinions and demonstrate flexibility of thought through a willingness to remain open to other possibilities. This will come in the form of a short constructed written response exit ticket at the end of the class period.</p>
<p>Direct Instruction:</p> <p>Model: Strategies/skills/concepts to emphasize</p> <p>Students have used opinion stations before, but briefly review directions for using them. Remind students that when we reach the stage where groups voice their opinions, they will be free to change stations to reflect their changing opinions.</p> <p>Guide and Scaffold: Questions to ask</p> <p>Ask, "Do you agree or disagree with the statement that Hansberry selected this line from Hughes's poem as a message that a dream deferred, and then achieved, is sweeter for the wait? Students will be directed to write independently for three minutes, listing reasons and evidence that support their opinion.</p> <p>Assess: These are the students who will need further support</p> <p>Make sure that Kendra has her smartpen charged so she can capture the discussion as she makes notes.</p>
<p>Dialogic Instruction:</p> <p>Teacher-Directed Tools</p> <p>Opinion stations: Display the following statement: "Hansberry chose this title to express how sweet a longstanding dream can be when it is finally achieved." After students write and then self-select the opinion station that best reflects their thinking (SA, A, D, SD), prompt the groups to hold a discussion and list their reasons/evidence on chart paper. The groups should select two spokespersons to share with the class.</p> <ul style="list-style-type: none"> • Direct the first group's spokespersons to lay out why their group holds a particular position, using the collective notes they have gathered (five minutes). • Direct members of other groups to pose clarifying questions, but do not allow them to attempt to persuade students to adopt their position instead (three minutes). • Vote with your feet: Invite students to change groups if they have been persuaded. <p>Repeat the process for each of the remaining groups.</p> <p>Student-Enacted Tools</p> <p>N/A</p>

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Assess: These are the students who will need further support

Watch for Jessica's participation as she typically stands in the middle of the room and does not join a group. Hector had difficulty with the speed of the interactions and may need some translation.

Feedback Opportunities: I will record major points made by each group and review positions.

Independent Learning and Closure:

Closure: Remind students of learning intention and success criteria. Revisit writing criteria for evidence and persuasive devices before they write in their journals.

Independent Learning: Based on the opinion stations discussion, revisit your independent writing from the beginning of the period. Using the same prompt, explain your opinion using evidence shared in the discussions (small group and whole class). This is a 10-minute timed writing of a short constructed response, and it will be your exit ticket for today's lesson.

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