

# Day 3 ELA Sessions

## Scaffolding Standards-Aligned Text-Dependent Questions

Grades 9-12

Summer Institute 2018

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## Objectives: Self-Assessment

<b>DAY 3 OBJECTIVES SELF-ASSESSMENT</b>	<b>Pre-Day 3 Session</b>	<b>Post-Day 3 Session</b>
	<b>1= Not Capable</b> <b>2= Unsure</b> <b>3= I Believe So, With Some Practice</b> <b>4= Absolutely, Yes</b>	<b>1= Not Capable</b> <b>2= Unsure</b> <b>3= I Believe So, With Some Practice</b> <b>4= Absolutely, Yes</b>
I can make observations about approaches to close reading and text-dependent questions (TDQs).		
I understand the TDQ development process, specifically for scaffolding.		
I can Identify areas in a text that would be good for standards-based TDQs.		
I understand how to use scaffolds to promote equity and enrich learning.		
I can create and refine standards-aligned TDQs with complex text.		

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## Discussion Questions

<p>Why does Margaret begin to cry? What specific details provide clues?</p>	
<p>How do these details develop the characterization of Francis and Margaret Macomber?</p>	
<p>Why does Wilson think it's "bad form" for Macomber to ask if anyone will hear about "the lion business"? What specific details provide clues?</p>	
<p>How do these details develop the characterization of Francis Macomber and Wilson?</p>	
<p>How does the use of point of view in in this section affect the characterization of Wilson and Macomber?</p>	

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## Part 2: Making Evidence Based Claims: “Still Drinking Their Whiskey”

<p>What are the benefits to reading this text multiple times?</p>	
<p>How can TDQs support the development of evidence-based claims?</p>	
<p>How do the activities in Parts 1 &amp; 2 prepare student focus for Part 3?</p>	

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## “Can’t We Send in Beaters?” TDQs

**Activity Directions:** Read the passage beginning with: “Can’t we send in beaters?’ Wilson looked at him appraisingly. ‘Of course we can,’ he said...”

What is this passage about?	
What core understandings should students gain from rereading this passage?	
Choose one standard that aligns to the explicit intention of the author in the passage.	
Create one text dependent question that addresses the entire standard.	
Then, create two scaffolding questions that will guide students toward the core understanding of the text and answer to the critical text dependent question.	

## Debriefing the Process

### Standards and Core understandings

- RL.9-10.3: Analyze how Wilson and Macomber develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Critical Passage

- “Robert Wilson, whose entire occupation had been with the lion and the problem he presented, and who had not been thinking about Macomber except to note that he was rather windy, suddenly felt as though he had opened the wrong door in a hotel and seen something shameful.”

### Key Vocabulary and text structure

- **whose** entire **occupation** had been with the lion
- **who** had not been thinking about Macomber except to note that he was rather **windy**
- **suddenly** felt as though he had opened the wrong door in a hotel and seen something shameful

### Guiding and Text dependent question

- What type of phrases does Hemingway use to describe Wilson in this passage?
- What does the simile mean?
- What do the lines tell us about Macomber, Wilson, and Wilson's image of Macomber?
- What impact does reporting these thoughts and feelings of Wilson, and only these during this section have?
- How does Hemingway show Wilson's perspective in this section? Are there any moments when his thoughts are reported? How does Hemingway develop Wilson's character in this section?

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## Part 4 & 5 Making Evidence Based Claims, Unit 2

**Directions:** Read Parts 4 and 5 of the Making Evidence Based Claims unit and answer the following questions.

<p>How does the learning progression outlined in Parts 1–3 prepare students for the work in Parts 4 and 5?</p>	
<p>How does the approach to instruction in this unit differ from traditional approaches to teaching a unit with a central text?</p>	
<p>How do the embedded scaffolds offer students support to complete the culminating task?</p>	
<p>Are there additional supports you would recommend?</p>	



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## Forming Claims that Stick

**Directions:** Read the student-generated claims, and then determine which claim best supports the evidence listed below.

**Claim #1:** At the end of the story, Ernest Hemingway uses lots of details and figurative language to describe the dangers of hunting by using dialogue of important characters involved in the hunt.

**Claim #2:** During the major hunt between Francis and the buffalo, the author demonstrate how the buffalo killed Macomber Wilson is, Hemingway shows this through dialogue and sequenced events that advance the plot.

**Claim #3:** The author repeats the phrase "Good work," "good bull" and "damned good thing" as a way to show a points of view and show how grossed out Wilson felt about everything.

"He's dead in there," Wilson said. "Good work," and he turned to grip Macomber's hand and as they shook hands, grinning at each other, the gun-bearer shouted wildly and they saw him corning out of the bush sideways, fast as a crab, and the bull coming, nose out, mouth tight dosed, blood dripping, massive head straight out, coming in a charge, his little pig eyes bloodshot as he looked at them. Wilson, who was ahead, was kneeling shooting, and Macomber, as he fired, unhearing his shot in the roaring of Wilson's gun, saw fragments like slate burst from the huge boss of the horns, and the head jerked, he shot again at the wide nostrils and saw the horns jolt again and fragments fly, and he did not see Wilson now and, aiming carefully, shot again with the buffalo's huge bulk almost on him and his rifle almost level with the on-coming head, nose out, and he could see the little wicked eyes and the head started to lower and he felt a sudden white-hot, blinding flash explode inside his head and that was all he ever felt. **(pg. 12/27)**

Wilson stood up and saw the buffalo on his side, his legs out, his thinly haired belly crawling with ticks. "Hell of a good bull," his brain registered automatically. "A good fifty inches, or better. Better." He called to the driver and told him to spread a blanket over the body and stay by it. Then he walked over to the motor car where the woman sat crying in the corner. "That was a pretty thing to do," he said in a toneless voice. "He would have left you too." **(pg. 13/28)**

Their figures stay boyish when they're fifty. The great American boy-men. Damned strange people. But he liked this Macomber now. Damned strange fellow, Probably meant the end of cuckoldry too. Well, that would be a damned good thing. Damned good thing. Beggar had probably been afraid all his life. Don't know what started it. But over now. Hadn't had time to be afraid with the buff. That and being angry too. Motor car too. Motor cars made it familiar. Be a damn fine eater now. He'd seen it in the war work the same way. More of a change than any loss of virginity. Fear gone like an operation. Something else grew in its place. Main thing a man had. Made him into a man. Women knew it too. No bloody fear. **(Pg.12/26)**

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## Developing Scaffolding Questions

Direction: With your table, craft three or four text-based questions that scaffold students for success in answering your groups assigned question—without giving the answer away. Post these questions on chart paper beneath the central question (in orange). Select a member from the table to share out.

Question number	Extension discussion questions from Making Evidence Based Claims, Part 4 and 5
1	What are the different ways Hemingway refers to the characters at different times in the text (i.e. Wilson, the white hunter, Mrs. Macomber, his wife)? What impact do those various ways have at the given moments?
2	How does Margaret Macomber view the hunting? How does her view change over the course of the text? What details demonstrate her view and the changes?
3	What parallels and comparisons do you see between Macomber and the various animals he hunts, both in the way he lives and dies? What details create those parallels and comparisons?