

## Common Core Lesson

**Subjects:** Humanities, ELA, History  
**Topic:** Boston Marathon bombing  
**Grades:** 7-12  
**Time:** 75 minutes



LESSON ELEMENT	STUDENT-FRIENDLY TRANSLATION
<b>1. Common Core Learning Standard(s) Addressed:</b> CCSS.RH/RI. 7-12.1, 4; MA.3.A;	
<b>2. Learning Objective(s):</b> <i>What will students know (content) and be able to do (skills) as a result of this lesson?</i> <b>SWBAT create original works of poetry that represent their response, analysis and interpretation of news articles and images.</b>	SWBAT analyze and interpret newspaper articles by creating original works of writing.
<b>3. Relevance/Rationale:</b> <i>Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?</i> Many students read and hear about tragedy occurring daily in other countries, as well as violence occurring daily on the streets of our cities; however, the bombings at the Boston Marathon in 2013 was one of the largest attacks since September 11, 2001. How do we deal with tragedy? How do we reflect, heal, and move forward? These are questions that are often ignored in our classrooms. Using poetry, students are able to interpret information from Boston Globe articles and find strength within a tragedy. Hopefully, this type of work can help students heal and move forward.	We often read and hear about tragedy occurring in other countries, as well as violence occurring daily on the streets of our cities; however, the bombings at the Boston Marathon in 2013 were the largest attacks since September 11, 2001. How do we deal with tragedy? How do we reflect, heal, and move forward? Using poetry, you will interpret information from Boston Globe articles and attempt to find strength and hope in a community that has experienced tragedy.
<b>4. Formative and Summative Assessment Criteria for Success:</b> <i>How will you and your students know if they have successfully met the selected Common Core Learning Standards and outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?</i> Students should leave the lesson with three unique poems that demonstrate their critical analysis and understanding of the news article and reflect their personal response: Found Poem, Six Word Memoir, and an Original Poem.	Students will know they are successful if they complete three unique works of writing that incorporate the information from the articles and images: A Found Poem, a Six Word Memoir, and an Original Poem.

- In order to be successful, students must read each of the articles and study the images in order to create original writing based on the information.
- Students will turn in (if the teacher so chooses) a reflection that opens and closes the class, which will demonstrate what students believed at the beginning and what they took away/understood in the end.

#### 5. Activities/Tasks:

*What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?*

- 5-7 minutes - Students will open the class by reflecting and making their own connections by answering the following questions (which can be found in the attached PowerPoint): *When have you experienced tragedy? How did you respond? What does it take to become stronger after tragedy?* The discussion may then be connected to the bombings at the Boston Marathon (as instructed in the notes section)
- 60 minutes - In three different stations, students will read Boston Globe articles about the Boston Marathon bombings and then complete the assigned activities:
  - Found Poem
  - Six Word Memoir
  - Original Poetry
- 5-7 minutes - Students will close the class with a final reflection piece based on the stations (questions can be found in the PowerPoint).

#### Resources/Materials:

*What texts, digital resources and materials will be used in this lesson (Please include specific titles/headlines and urls of Boston Globe content)?*

1. Joyous event turns shocking as tragedy halts Marathon

<http://www.bostonglobe.com/sports/2013/04/15/finish-boston-marathon-place-triumph-becomes-place-horror/aPXaZ1RIVvu13VVaE37lqL/story.html>

- **Six Word Memoir instructions**

2a. Joy to tragedy, photo by photo (these are photos from witnesses from social media – *not graphic*)

<http://www.bostonglobe.com/metro/2013/04/16/joy-tragedy-photo-photo/oA4QID09JwZ87i3sYpCUhl/igraphic.html>

**OR**

2b. Photos: Scenes from the Boston Marathon explosions (these are photos by Globe staff members – *some are quite graphic*)

<http://www.bostonglobe.com/metro/2013/04/16/photos-scenes-from-boston-marathon-explosions/WX6BrGiSIAZySqfbGjATjO/picture.html>

- **Original Poem instructions**
- **You either need a computer so students can scroll through the images themselves, or pick and choose a few to print out**

3. Marathon family, friends, victims finish Marathon

<http://www.bostonglobe.com/metro/2013/05/15/runners-victims-supporters-return-boylston-finish-marathon/M7IQBk1YTtDFJYmsWU12TN/story.html>

- **Found Poem instructions**

4. PowerPoint Presentation with overall lesson instructions, including opening and closing reflection prompts and an overview of the stations.

#### 6. Access for All:

*How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.*

The variation of activity allows all students to engage fully with the lesson. Some students prefer more structure (Found Poems and Six Word Memoirs) and other prefer more flexibility (Original Poem). Students have the option of sharing their writing out loud with the class, or sharing it only with the teacher. Some students may not feel a strong connection with the events of the Marathon bombing, so it is possible to keep the topic general. For example, questions such as, *When have you experienced tragedy? How did you respond? What does it take to become stronger after tragedy?* can help students still achieve the objective.

**7. Modifications/Accommodations:**

*What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class? Be as specific as possible.*

- For reading and writing based learning disabilities, you may have art supplies at each station so students may creatively interpret the articles by drawing a picture instead of writing. It is important that the articles be read aloud in each group.
- The lesson is designed as a stations activity, but can easily be modified to be a whole class activity, with everyone focusing on one of the stations at the same time. This allows for one to go more in-depth with the writing, provide time for sharing the original poems, and debriefing.

**Common Core Aligned Lesson: Reflection**

- In addition, please choose ONE question below to respond to *after you have taught the lesson* OR create your own question and respond to it after you have taught the lesson.

1. How did this lesson support 21<sup>st</sup> Century Skills?
2. How did this lesson reflect academic rigor?
3. How did this lesson cognitively engage students?
4. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

You are also encouraged to use a facilitated “Learning from Student Work” protocol to review and reflect on student work related to this lesson