

COMMON CORE LESSON

Subject: Social Studies / Civics
Topic: Gentrification: Town Hall Debate
Grade: 8
Time: 60-90 Minutes



In this lesson, students will use the close read strategy and articles from the Boston Globe to simulate a town hall debate to discuss the impact of gentrification on city neighborhoods.

LESSON ELEMENT	STUDENT-FRIENDLY TRANSLATION
1. Common Core Learning Standard(s) Addressed:	
<u>Reading Standards for Informational Text:</u> Key Ideas & Details: RH.1 Cite specific textual evidence to support analysis of primary and secondary sources RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions Craft & Structure: RH.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
<u>Standards for Writing:</u> Text Types & Purpose: W1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
<u>Speaking and Listening Standards:</u> Comprehension & Collaboration: SL.1B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Integration of Knowledge & Ideas: SL.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	

<p>2. Learning Target(s): What will students know and be able to do as a result of this lesson?</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • use the close reading strategy in previous lessons to analyze news articles dealing with the issue of gentrification. • understand the importance of listening to differing points of view to broaden their perspective on the issue of gentrification. 	<p>You will:</p> <ul style="list-style-type: none"> • participate in group activities to complete a close reading. • evaluate and analyze text using the close read strategy. • use questioning strategies to evaluate text and the points of view of others.
<p>3. Relevance/Rationale: Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?</p> <p>The ability to understand and value the opinions of others is key when living within a community. Students should know that it is fine to have points of view that differ with other members of the community and that through positive discussions, even when we disagree our discussions can be thought-provoking and healthy. Students need to be taught how to value opinions that differ from their own.</p>	<ol style="list-style-type: none"> 1. You will strengthen your reading skills by using the close read strategy to read, annotate, and analyze text. 2. You will work cooperatively in groups and be an active participant in the group work and discussions. 3. You will learn the importance of perspective and the value of opinions that differ from yours. It is these opinions that force you to think deeply about a topic or issue. It is the people that disagree with you who challenge you.
<p>4. Formative Assessment Criteria for Success: How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process?</p> <p>Successful completion of this lesson will be assessed through classroom discussion as well as the completion of the handouts. The handouts should show an understanding of the process of the handout as well as a deeper understanding of the text.</p>	<p>You will be graded and assessed on:</p> <ol style="list-style-type: none"> 1. Active participation in the classroom discussion: In being an active participant, you are using good listening skills and expressing your ideas and opinions in a constructive manner. 2. How well you use the strategies presented in class to complete your handouts. 3. How effectively you use the close read strategy to complete your homework assignment.
<p>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?</p> <p><u>Part One:</u></p> <ol style="list-style-type: none"> 1. Before beginning the lesson, decide on your groups. (This lesson is written for six groups of four but is easily adapted to fit your needs.) <ol style="list-style-type: none"> a. Once you have decided on your groups, choose the article you would like each group to read. 	

- b. Prepare packets for each member of the group. (Packet includes: The Boston Globe article, a copy of the Guiding Questions handout with the perspective section highlighted, the Questioning Text handout and the Analyzing Text handout, and one index card with the word “spokesperson” written on it.)
 - c. You will also need to select one person from each group to be the spokesperson for the group. If groups can do this independently and are used to working cooperatively in groups, they can choose the spokesperson. The spokesperson from each group will share a summary of the group reading for the other groups at the start of the “Town Hall” discussion.
2. Begin the class with a discussion on the close read process and what students have learned so far.
 3. Inform students that today they will be working in groups and will be using close reading strategies to read and analyze a text that will later be used in a whole group discussion/mini debate, i.e., a Town Hall.
 4. Once students are in groups, pass out their packets, making sure the spokesperson receives the packet with the index card.
 5. For this lesson, the purpose of the reading has been decided for them and is highlighted on the guiding questions handout. (At this time have a discussion about perspective and point of view, making them aware of the highlighted information on the GQ handout.)
 6. They should take this information and fill in the first top of the questioning text handout.
 7. Ideally groups listen to the article using the Globe reader, but if that is not possible choose the spokesperson to read the article while the other students fill in the questioning text handout and annotating text.
 8. Once students have gone through the first reading, have them all read the text independently to formulate a text-specific question to deepen their understanding using the guiding text handout as a guide. Their question should center around perspective and points of view and can be taken directly from the guiding questions handout.
 9. Once students have their text dependent question, they should copy it onto the analyzing details handout and re-read the text to find details that answer their question. (Remember to have students use different colored highlighters or use some way to differentiate annotations between readings.)
 10. Student use the last row of the handout to connect the details and write an analysis of the text.
 11. The spokesperson writes a brief summary with the assistance of the group.

Part Two: Town Hall_ (For more information on the “Town Hall” teaching strategy visit Facing History: <http://bit.ly/14groNu>)

12. Before you begin the discussion, make sure each group is prepared and ready to begin. They should have their handouts completed, a written analysis of their text and a brief summary of the reading. Make sure that the spokesperson of the group is ready to summarize the reading and share the groups’ analysis with the class.
13. Once students are ready, explain that they will now join a whole class discussion using the Town Hall format. At this time you should revisit your rules and expectations for classroom discussions and if needed explain the concept of “Town Hall.”
14. In preparation of the Town Hall meeting, arrange six chairs into a circle (one chair for each group).
15. Have the spokesperson from each group sit in one of the chairs and the other students form a circle around the six chairs. Explain to students that everyone will get a chance to share but they may only speak when they are in the circle. If they have something to say, they should tap the shoulder of the person from their group sitting in the chair and switch places with them.
16. Spokespersons begin summarizing the readings, and when everyone has finished with their summary, invite the spokespersons to comment on what they have heard or ask any questions they may have. At this time students in the outer circle may join the discussion by tapping the shoulder of their group member. The sitting group member then leaves the circle and must use the same procedures as rest to reenter the circle. The only way to leave or enter the circle is by this process.
17. After the Town Hall discussion, ask students what they thought of the process. Students can answer these questions in their

notebooks or can simply have a discussion about them.

- a. What did they learn from listening to other ideas/stories about the topic of gentrification?
- b. Has their point of view on the issue of gentrification changed from this process?
- c. How important is point of view when looking at community issues?
- d. Are people's points of view easily changed?

Homework: Choose one of the articles read by another group and do a close reading of the article. You may use the guiding questions handout to help you choose your text-specific question. Once you have read the article, draft a letter to the editor stating your stance on the impact of gentrification.

6. Resources/Materials: What texts, digital resources, and materials will be used in this lesson?

- Boston Globe articles:
 - a. "As gentrification spreads, poor, rich seek a balance" <http://bit.ly/14Tubba>
 - b. "Breaching Mass Ave: Gentrification that touched the east side of Boston's South End is finally expanding across an imaginary dividing line towards a once neglected neighborhood" <http://bit.ly/12mqg9Z>
 - c. "Charlestown Elderly Feeling Forced Out" <http://bit.ly/19vFxHt>
 - d. "Making it home for all" <http://bit.ly/18l2eqP>
 - e. "Mayor is called key to East Boston hopes" <http://bit.ly/12mrFgN>
 - f. "Putting the grit back" <http://bit.ly/170aBNt>
- ODELL Education Handouts
- Student Notebooks

7. 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.

With the appropriate modifications listed below, all students should be able to access the materials in this lesson.

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

- The articles provided are of differing reading abilities and lengths to ensure that struggling students are able to access text. There are audio versions of the text on the Boston Globe website.
- Struggling readers can use the Globe reader to complete the group as well as homework assignment.
- If the student has an iPad, it can be used along with software such as PaperPort Notes (a free application from the App. Store) to import the article so the student can use the software to read and annotate the text. (This software also allows for dictation and text-to-speech features.)
- The Odell Education Handouts can be shared with students using Dropbox or email. Students can access and use the handouts

online as well. They can also be imported into PaperPort Notes.