

Close Reading Lesson Planning Template

Standards
<p>RI 6.1: Read closely to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI 6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI 6.7: Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>SL 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, text, and issues, building on others' ideas and expressing their own clearly.</p>

Student-Friendly, Contextualized Learning Targets
<ul style="list-style-type: none"> I can read and have an understanding about the Hindenburg Crash by using details and examples from the article. I can understand words and phrases from the article. I can understand the author's purpose for writing the article. I can look at a picture to help me more clearly understand the Hindenburg Crash. I can participate in partner and group discussions.

Complex Text being Read	Quantitative Factors	Qualitative Factors
Hindenburg Burns in Lakehurst Crash; 21 Known Dead, 12 Missing; 64 Escape		Flesch-Kincaid Grade Level 11.5

Text-Dependent Questions	Academic Vocabulary
<ul style="list-style-type: none"> What does the word zeppelin mean? What does the word dirigible mean? What does the word enveloped mean? What does the word billowing mean? What do you think is the author's purpose of this article? What are some words or phrases in the article that create a clear illustration or picture of the Hindenburg crash in your head? What is the common/main theme of the phrases posted? What details do you notice in this illustration? How does the photograph help you better understand the Hindenburg crash? How does the picture help you to better understand the article? 	<p>zeppelin dirigible enveloped billowing</p>

Phase	Critical Moves	Your Plans
Intro Target & Task	<ul style="list-style-type: none"> Keep it short! 	<p>Opening</p> <p>A: Engage the Reader: Show picture of the Hindenburg</p> <p>B: Review the Learning Targets</p> <ul style="list-style-type: none"> “We are going to look at our learning targets for today. We are going to read an article and look at an illustration about the Hindenburg crash. From that information we are going to...” <p>Read aloud the first learning target and explain the meaning.</p> <ul style="list-style-type: none"> I can read and have an understanding about the Hindenburg Crash by using details and examples from the article. <ul style="list-style-type: none"> We will be reading about the Hindenburg crash and looking at specific sections of the article to help us have a better understanding of what happened. <p>The second learning target is:</p> <ul style="list-style-type: none"> I can understand words and phrases from the article. <ul style="list-style-type: none"> We will understand how the author used powerful words and phrases to describe the Hindenburg crash. <p>The third learning target is:</p> <ul style="list-style-type: none"> I can understand the author’s purpose for writing the article. <ul style="list-style-type: none"> We will have an understanding of why the author wrote this article. <p>The fourth learning target is:</p> <ul style="list-style-type: none"> I can look at a picture and video to help me more clearly understand the Hindenburg Crash. <ul style="list-style-type: none"> We will look at a picture and see how an illustration can help us to have a better understanding of the crash. <p>The final learning target is:</p> <ul style="list-style-type: none"> I can participate in partner and group discussions. <ul style="list-style-type: none"> You are going to have an opportunity to work with your classmates. Everyone is responsible for participating. Be ready to share at all times.
<ul style="list-style-type: none"> Read 	<ul style="list-style-type: none"> Work the text in chunks. Students read silently. Students “mark text.” Teacher might read aloud as a scaffold. 	<ul style="list-style-type: none"> Partner up students (high/low). “It is your job to engage with your partner at all times. I expect that you will share your ideas, thoughts and questions throughout the lesson with your partner. You should be prepared at all times to

<ul style="list-style-type: none"> • Think/Write • Talk 	<ul style="list-style-type: none"> • Students deliberately re-read with TDQs in mind. • Students select evidence and formulate thoughts. • Students organize thinking. • Partners and small groups. • Accountable talk. 	<p>report out, as you never know when you may be called on. I'm not expecting you to always answer my questions correctly, it's totally okay to make mistakes, but I am expecting that you participate and try your best."</p> <ul style="list-style-type: none"> • I am going to read aloud the article titled "Hindenburg Burns in Lakehurst Crash; 21 Known Dead, 12 Missing; 64 Escape". This article was directly taken from the New York Times written way back in 1937. We are going to focus on only a part of the article. If you are interested in reading the remaining part of the article, the web address at the end of the passage." • First I will go over a few vocabulary words: <ul style="list-style-type: none"> ○ What does the word zeppelin mean? ○ What does the word dirigible mean? <ul style="list-style-type: none"> ▪ Show slides of: zeppelin and dirigible ○ What does the word enveloped mean? <ul style="list-style-type: none"> ○ Completely covering or surrounding ○ What does the word billowing mean? <ul style="list-style-type: none"> ○ to move or flow outward • Read Aloud • "What is the gist of the article? Does anyone know what the word "gist" means? Gist is what's the article mostly about. I'm not expecting you to know all of the words, or have a full understanding of the whole article, just tell me what you think it's mostly about. Give me a ballpark explanation." • Please write the gist on the handout. • With your partner, share what you think the gist of the article is about. • Call on a few students to share their gist. • "After hearing your classmates share their gist, if you would like to add anything to your gist, go ahead and do so now." • Gist focus- description of the Hindenburg crash • <i>NOTE: This article is SO rich and could be taken in so many directions. The focus is not vocabulary, although I will go over a few key words. It is okay that the students will leave the lesson without knowing every single word. This could be the focus for an additional lesson. The descriptive language and how the author uses those phrases will be the direction of the lesson.</i> • There are three reasons why author's write.
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		<p>Author's write to inform, entertain or to persuade.</p> <ul style="list-style-type: none"> • What do you think is the author's purpose of this article? • With your partner, talk about why you think the author wrote this article. • Call on partners to share their answers. • Author's purpose is to: inform • Invites students to explain their choice. • "Remember, this is a newspaper article. The author, Russell B. Porter, wrote this article to inform people of the crash." • "I would like you to re-read the section under <i>Muffled Boom Heard</i>. As you are reading, I would like to you highlight words or phrases in the article that create a clear illustration or picture of the Hindenburg crash in your head." • Model example: <i>flash which lighted up the twilight</i> <ul style="list-style-type: none"> ○ "When I read those words, in my head, I pictured an extremely blinding bright light that lit up the darkest, black night." • Give students time to read and highlight, then explain the "Chalkboard Splash" activity. • After you and your partner re-read the article, and highlight the phrases, choose two to four phrases that really stand out to you and your partner. Write those two to four phrases on sentence strips, one phrase on each strip. Each partner should write at least one strip. Place your strips on the white board. • Students should remain near sentence strips and silently read classmates' strips. If students finish way ahead of others, they can record additional phrases. While reading, students should think of a common theme(s) among the words and phrase posted. • Examples of phrases: <ul style="list-style-type: none"> ○ flash which lighted up the twilight ○ sent a thrill of terror through the onlookers ○ bursting of flames ○ in a moment the gigantic ship seemed to be enveloped in fire ○ horror gripped the spectators ○ mass of red flames and black smoke ○ crackling of flames as they crept forward and ate up the outer fabric ○ ship crumpled up and lay burning on the ground ○ leaping forks of flame and billowing
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		<ul style="list-style-type: none"> ○ clouds of smoke rising into the air ○ came down so deliberately and settled upon the earth so quietly ○ shock of sight ○ scorching heat from the flames ○ rescuers dashed ● What is the common/main theme of the phrases posted? <ul style="list-style-type: none"> ○ fire ● Show the picture of the Hindenburg crash ● What details do you notice in this illustration? <ul style="list-style-type: none"> ○ Turn and talk with your partner. ○ Share out some details ● How does the photograph help you better understand the Hindenburg crash? <ul style="list-style-type: none"> ○ Turn and talk with your partner. ○ Share out some details ● How does the picture and video help you to better understand the article? ● Video Clip: <p>http://www.vintag.es/2012/05/hindenburg-disaster.html</p> <ul style="list-style-type: none"> ○ “The text details focus on the fire as does the illustration. The emotion heard in the voice indicates feelings of fear and sadness, also the intensity of the situation. The text, photograph and video come together to show us the significance of fire on the Hindenburg crash.” ● Invite student to participate in a quick write: Coherently explain what was witnessed during the Hindenburg crash. Be sure to use at least one detail from the illustration, one detail from the video and one detail from the text. ● Model for students: <ul style="list-style-type: none"> ○ phrase from the text: <i>flash which lighted up the twilight</i> ○ detail from picture: I see the enormous size of the flames lighting up the darkness of the night ○ detail from video: I see the crash, flames and hear the emotion in the voice, which help me to understand the intensity of the situation. <ul style="list-style-type: none"> ▪ both details help me to understand the dramatic and enormous impact that fire had on the Hindenburg crash ● If time, think about your answer, write your
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		answer then share writing response with partner.
Assessment	<ul style="list-style-type: none"> • Check back on target. • Assess students' process as well as understanding 	<p>Let's look back on our Learning Targets and see how we did during today's lesson.</p> <p>Did we?</p> <ul style="list-style-type: none"> • I can read and have an understanding about the Hindenburg Crash by using details and examples from the article. • I can understand words and phrases from the article. • I can understand the author's purpose for writing the article. • I can look at a picture to help me more clearly understand the Hindenburg Crash. • I can participate in partner and group discussions. <p>Congratulate students on working well in pairs and groups.</p>

Hindenburg Burns in Lakehurst Crash; 21 Known Dead, 12 Missing; 64 Escape

By Russell B. Porter
Special to The New York Times

Naval Air Station, Lakehurst, N.J., May 6 -- The zeppelin Hindenburg was destroyed by fire and explosions here at 7:23 o'clock tonight with a loss of thirty-three known dead and unaccounted for out of its ninety-seven passengers and crew.

Three hours after the disaster twenty-one bodies had been recovered, and twelve were still missing. The sixty-four known to be alive included twenty passengers and forty-four of the crew. Many of the survivors were burned or injured or both, and were taken to hospitals here and in near-by towns.

The accident happened just as the great German dirigible was about to tie up to its mooring mast four hours after flying over New York City on the last leg of its first transatlantic voyage of the year. Until today the Hindenburg had never lost a passenger throughout the ten round trips it made across the Atlantic with 1,002 passengers in 1936.

Muffled Boom Heard

At 7:23 o'clock those on the ground heard a low report or boom from the ship. Almost simultaneously there was a flash which lighted up the twilight, and sent a thrill of terror through the onlookers.

This was followed quickly by the bursting of flames from the rear gondola on the port side, where the engines had been throttled down in preparation for mooring. Then the flames spread forward, and in a moment the gigantic ship seemed to be enveloped in fire.

Horror gripped the spectators as the airship buckled and began to settle slowly down to the ground in a mass of red flames and black smoke.

There was no sound from the ship except the crackling of flames as they crept forward and ate up the outer fabric so that her duralumin ribs could be seen before she struck the ground.

As the stern struck the earth there was another explosion. Then there was a series of explosions as the ship crumpled up and lay burning on the ground, with leaping forks of flame and billowing clouds of smoke rising into the air. There was something strange about the slow and gradual descent of the blazing ship. She came down so deliberately and settled upon the earth so quietly that spectators said afterward that they could not realize for a moment that a tragedy was taking place before their eyes.

This was but a momentary impression, for the shock of the sight, together with the scorching

heat from the flames, drove the crowd running back several hundred feet. There were screams from women spectators, including Mrs. Roendahl, who feared that her husband had been struck and killed by the falling ship.

Running around the ship until they could approach with the wind and not against the flames, rescuers dashed toward the burning dirigible. They included naval officers and sailors, company representatives and newspaper reporters and photographers.

Many of the survivors owe their lives to the heroic work of the volunteer rescue battalion. Others climbed out of the airship unaided, or were thrown clear when the ship grounded.

Some were hurled through the long isinglass strip on the side of the airship, through which passengers in the observation salon formerly looked out to see the country over which they were flying.

It was explained that the three ranking officers of the airship were saved because they were in the control car forward, whereas the original explosion or fire occurred after, as did the buckling of the ship just before she dropped to the ground.

Because of this, the stern struck the ground first, and the flames, which enveloped the after part of the ship almost instantaneously, were comparatively slow in reaching the bow. This gave the officers in the bow, and more than half of the passengers, who were standing forward to watch the landfall, their chance to escape.

Had the slow fall of the ship taken much longer, however, nearly everybody aboard might have been burned to death, for a few moments after the bow struck the earth the whole ship was a mass of fire and soon nothing but a skeleton framework could be seen.

