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Close Reading Example: Secondary *(texts, resources, and links included)*

The purpose of this close reading example is to provide teachers with a framework for designing lessons that encourage deep analysis of texts. The Mississippi College and Career Readiness Standards in English Language Arts specify the literacy skills and understandings that are required for college and career readiness in multiple disciplines. Students who meet the requirements of the standards readily undertake the close, attentive reading that is critical in analyzing complex texts. *This close reading example can be used to structure close reading activities with other texts, including texts in other grade levels, and it is intended to provide teachers with a guide for planning close reading activities for use within larger units of study.* **This example is not an endorsement of a particular lesson plan format.**

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Grade: 11th-12th

Primary Text Title & Lexile Measure: “The Ladies of Rum Row” by Jack O’Donnell, *The American Legion Weekly*, May 16, 1922 (Text 2: link to text: http://www.oldmagazinearticles.com/1920s_women_in_PRISON-pdf)

Lexile Estimate¹: 1150L/9th-12th Grade Level Correspondence

Supplemental Text(s)²: “The Constitution of the United States,” Amendment 18 (Text 1: included with lesson); Video clip #1, “A Nation of Drunkards” (link to video: <http://www.pbs.org/kenburns/prohibition/watch-video/#id=2082675582>) Video Clip #2, “William Jennings Bryan” (link to video: <http://www.pbs.org/kenburns/prohibition/watch-video/#id=2087021190>)

Suggested Time: 5-7 days (time per day is dependent upon individual class schedules)

Close Reading Focus: Students will analyze how an author’s purpose in a text is revealed through the use of specific words and phrases, rhetoric, and text structure.

MS CCR ELA Standards: RI.11-12.1, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.9, RH.11-12.2, RH.11-12.3 (through Pre-Reading, Close Reading, Whole Group/Small Group Discussions, and Culminating Writing Activity)

¹ Based upon a qualitative analysis of this text including the language features and knowledge demands, this text ranges from moderately complex to very complex, dependent upon the individual reading levels of students.

² Includes all additional texts including video clips, photographs, etc.

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MS CCR ELA Standards (continued):

W.11-12.1, W.11-12.2, W.11-12.7, W.11-12.9 (through Culminating Writing Activity)

SL.11-12.1, SL.11-12.3, SL.11-12.4 (through Whole Group/Small Group Discussions)

L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.6 (through Whole Group/Small Group Discussions and the Culminating Writing Activity)

Planning for Close Reading and Instruction *(please note that this section includes several phases in the planning of a close read of a text. The numbers do not suggest that these are the specific steps in a close read.)*

1. Select a short, worthy passage and read it prior to instruction (see attached link to primary text on page 1 and the supplemental text included with this document).
2. Create text-dependent questions and answers (see Page 8).
3. Read the Big Ideas and Key Understandings. This information should not be read to students. This section is for planning, and it should help teachers respond to the following question: *“What is it that I want my students to understand after this reading this text?”*

Big Ideas and Key Understandings

The prohibition of alcohol created many unlikely criminals. This article, written in 1924 (five years after the ratification of the 18th Amendment), examines some of the effects of prohibition, particularly the rise of

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bootlegging among women. The author uses text structure, specific words and phrases, and rhetorical devices to establish central ideas and to present specific details in the text.

Pre-Close Reading Activities

4. Establish the purpose for reading with students.

- Discuss how the article “The Ladies of Rum Row” will be used to teach the identified standards (see Page 1).
- Restate the standards in student-friendly language.

4a. Use supplemental texts to build and/or activate students’ schema.

- The teacher will inform students that they will read a text about prohibition. The teacher may wish to make a connection across disciplines by mentioning that prohibition is also discussed in the U.S. History course that high school students take.
- The teacher will ask students what they know about prohibition and the 18th Amendment.
- The teacher will draw a KWL Chart on the board or on large chart paper (Graphic Organizer #1), and as students offer responses for the “K” and “W” portions, the teacher will fill in the chart.
- In pairs, the students will read Text 1 (included with this document). Students may read silently, or they may read with their partners.
- The teacher will show students Video Clips #1 and #2 (see page 1.)

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- Students will complete the After KW chart (Graphic Organizer #2) with their partners.
- As a whole group, the teacher will facilitate students' discussions about the information that they thought they knew and the new information that they learned from reading the amendment and watching the videos. During the discussion, the teacher will fill in the "L" portion of the KWL chart that he or she previously drew on the board or chart paper.
- The teacher will assign Text #2, "The Ladies of Rum Row" (see link on page 1) to students as a reading assignment for homework. (**Note:** This homework assignment will not count as one of the close readings of the text; the teacher will conduct a close read of specific sections during class; however, students must read the entire text for full comprehension.)

Close Reading and Instruction

5. 1st Reading (Reading for Key Ideas and Details)

- For this first read, the teacher will focus on pages 1 and 2 (stopping after the word *game* under the picture).
- The teacher will inform students of the sections of the article that will be discussed and allow them to re-read that portion independently; the teacher will instruct students to annotate the text as they read (**this step assumes that the teacher has taught annotation skills and that annotation symbols are available to students in an anchor chart or as a handout; an example of annotation symbols appears on the MDE ELA website.**) The teacher will monitor students

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as they annotate the text and may target specific students to provide assistance. After students have annotated the text, the teacher will lead the class in a whole group discussion about the key ideas and details that students found, using text dependent questions to review their annotations (see sample text dependent questions on page 8). **Note:** During this first read, students will integrate their background knowledge from the pre-reading activities with the new text as they read. Students should focus on the key ideas and details in the text, especially the author's central ideas and how events are sequenced in the text.

6. 1st Discussion: Partner Talk/Think*Pair*Share

The teacher will place the sequencing discussion questions on the board or projector (Graphic Organizer #3). With their partner(s), students will use the sequencing discussion questions to analyze how the events in this section of the text are sequenced.

7. 2nd Discussion: Whole Group Review

- The teacher will guide students as they discuss their responses. During the discussion, the teacher may wish to address any unfamiliar words and phrases; more in-depth vocabulary instruction will occur during the second read of the text. **Note:** The teacher will use responses from this discussion to further identify words, concepts, and/or particular sections that will need to be emphasized during the upcoming expert/model reading.

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8. 2nd Reading (Reading to Examine Craft and Structure)

- For this second read, the teacher will focus on pages 3 (starting at the word *each* in the first paragraph) through 6 (stopping at the word *talk* at the top of page 6).
- The teacher will read this section of the text aloud while modeling the strategies that effective readers use (questioning, making connections, etc.). The teacher will use pre-developed text-dependent questions to explore the author's choices in craft and structure (see sample questions on page 8). The text dependent questions should guide students in the identification of the author's purpose, the use of rhetoric, and the effectiveness of the section's structure.

9. 3rd Reading and Discussion/Gallery Walk for Evidence (Reading to Integrate Knowledge and Ideas):

The teacher will pair or group students. Students will re-read the text, this time considering their annotations, the sequencing of events, and the discussion about rhetoric and text structure (students may read silently or participate in partner reading.) The teacher will place the final (most complex) text-dependent questions on the board: *Is the author sympathetic towards women bootleggers? What evidence from the text supports your answer?* The teacher will then write the words **TEAM YES** in large letters on one sheet of chart paper and the word **TEAM NO** on another sheet of chart paper. After groups have decided if their group is Team Yes or Team No, they will identify specific sentences from the text that support their position and write them on sticky notes.

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Teams will then place their sticky notes on the appropriate sheet of chart paper. After each group has completed the activity, the teacher will allow students to go up in groups of 3-4 to view all of the sentences placed on each sheet. **During this reading of the text and group inquiry, the teacher may choose to facilitate the discussion for a small group of struggling readers.*

10. **Final Discussion:** The class will return to whole group, and the teacher will facilitate a discussion evaluating the **TEAM YES** and **TEAM NO** evidence.
11. **Culminating Activity:** Students will complete the culminating writing assignment independently (see page 9).

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Text Dependent Questions: *Please note that these are structural examples of text dependent questions. Multiple questions of each question type (key ideas & details, craft & structure, integration of knowledge and ideas) should be developed for use during a close read.*

Standard(s)/ Key Terminology	Text Dependent Questions	Text Chunk(s)	Answers
RI.11-12.1 (text evidence, inferences)	What do the details in the third paragraph tell us about the women who became bootleggers?	1	The description indicates that the women were both young and old (“they range in age from six to sixty”), attractive and unattractive (“beautiful...homely”), of various races (“some are white, some black, some brown”), and of varying economic statuses (“...from the slums of New York’s lower East Side”, “exclusive homes of California”).
RI.11-12.2 (central idea) RI.11-12.4, L.11-12.5a (figurative language)	How does the figurative language in this section (Text Chunk 1) support the central idea that bootlegging was once a male profession that gradually became appealing to women?	1	The sentence “Judy O’Grady and the Colonel’s Lady have tossed their bonnets into the bootleg ring” is an allusion to Rudyard Kipling’s poem “The Ladies” in which women who are outwardly prim and proper are actually not. Though students should not read this poem, the teacher should explain this allusion so that students will understand that it provides an important clue about one of the central ideas in the text. <i>Even without the background information, students can make inferences about the female names and the word “bonnet”.</i>
RI.11-12.5 (effectiveness of text structure)	Does the author’s structure in this section of the text (Text Chunk 2) contribute to the clarity of the central idea?	2	Students’ responses may vary. However, the author uses description to establish a central idea that even though the women may have been unnamed (they each had a number that was used instead of their name), each woman had a unique story that explained her background and/or the process she used to bootleg; each woman was a real person who was often the girl next door, literally.
RI.11-12.6 (point of view) RI.11-12.1 (text evidence)	Is the author sympathetic towards women bootleggers? What evidence from the text supports your answer? (question posed in small group)	1, 2, 3	Students’ responses may vary. However, students should be able to cite specific evidence from the text (use of language, text structure, etc.) to support their responses.

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Culminating Task for All Students (must be a writing assignment):

You have read the article “The Ladies of Rum Row.” Write an essay in which you discuss how the author’s purpose in the text is revealed through the use of specific words and phrases, rhetoric, and text structure. Be sure to use key details and examples from the text to support your ideas.

Note: *The discussion activities and text dependent questions have all been structured to lead students to this final culminating task in which their comprehension of the text will be assessed through writing. This is an **independent** task that students should complete during class.*

Supports for Struggling Readers during the Close Reading Process

1. Videos are included to enhance students' engagement and comprehension (linked on page 1).
2. Strategies for direct vocabulary instruction are included to support students' understanding of difficult or new words (pages 11 & 16).
3. Graphic organizers are included to aid students' comprehension of the text and to provide direct vocabulary instruction (pages 13-15).
4. A Gallery Walk for Evidence activity is included to assist students who may struggle with finding details (see Close Reading and Instruction section).
5. The text can be chunked for students as needed (Tier 2 and Tier 3 students, Special Education students, English Learners, etc.) to minimize frustration as they interact with the text.
6. A supplemental text is included to enhance students' knowledge of the 18th Amendment (Text 1).
7. Students are presented with opportunities to discuss the text with their classmates. These opportunities provide support for struggling readers via discourse about the text.

Procedures for Advanced Students

1. Advanced students may read and annotate the text without chunking.
2. Advanced students may have more complex directions during the annotation of the text. (For example, when analyzing the key ideas and details of the text, these students may be asked to highlight where they see an intersection of ideas from the 18th Amendment (Text 1) in "The Ladies of Rum Row").
3. Advanced students may be the group leaders and/or expert readers during the small group activities.

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Vocabulary

Word/Term	Student-Friendly Definition/Explanation	Incidental Vocabulary ³ or Direct Instruction	Instructional Strategy
Judy O’Grady and the Colonel’s lady	Allusion to Rudyard Kipling’s poem “The Ladies” in which women who are outwardly prim and proper are actually not.	Incidental & Direct	The teacher will guide students through the context clues that provide an indication as to what this allusion describes. Some clues would be the word “bonnet” (hair cover worn by women) and “ring” (boxing ring, location where boxing, a sport dominated by men, takes place).
Volstead Act	Act passed 9 months after the 18 th amendment was ratified; intended to enforce prohibition.	Incidental	The students will complete the Vocabulary Guide (see page 16), relying on their background knowledge from Text 1 and the context clues in Text 2.
fair	An archaic (old) definition that once meant “beautiful woman”	Direct	The teacher may wish to reference the musical/film <u>My Fair Lady</u> as an example of how this word was once used.
lurid	Vividly shocking details	Incidental	The students will complete the Vocabulary Guide (see page 16).
pregnant with possibilities	Metaphor that the author used to describe the appeal of one of the women’s bootlegging sites	Incidental	The students will complete the Vocabulary Guide (see page 16).
lenient	Easygoing or compassionate	Incidental	The students will complete the Vocabulary Guide (see page 16).
conspiracy	A secret plan by a group to do something harmful	Incidental	The students will complete the Vocabulary Guide (see page 16).

³ Incidental vocabulary refers to words learned through the context of reading. Students learn through context by making connections between new words and the text in which they appear.

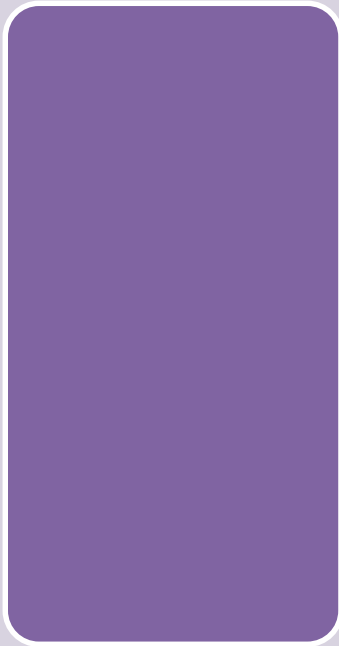
Texts and Graphic Organizers

Graphic Organizer 1: KWL Chart

K (What do we already know?)	W (What do we want to know?)	L (What did we learn after reading?)

Graphic Organizer 2: After KW Chart

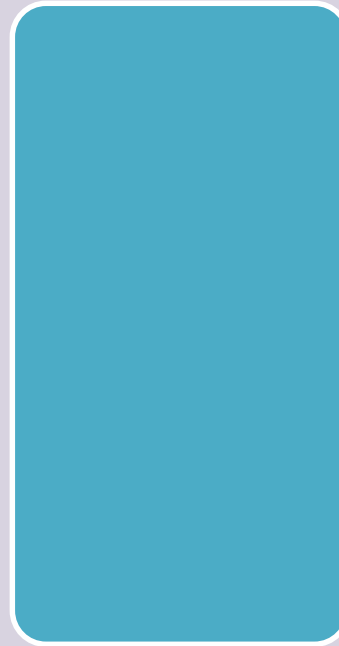
**What We
Thought
We Knew**



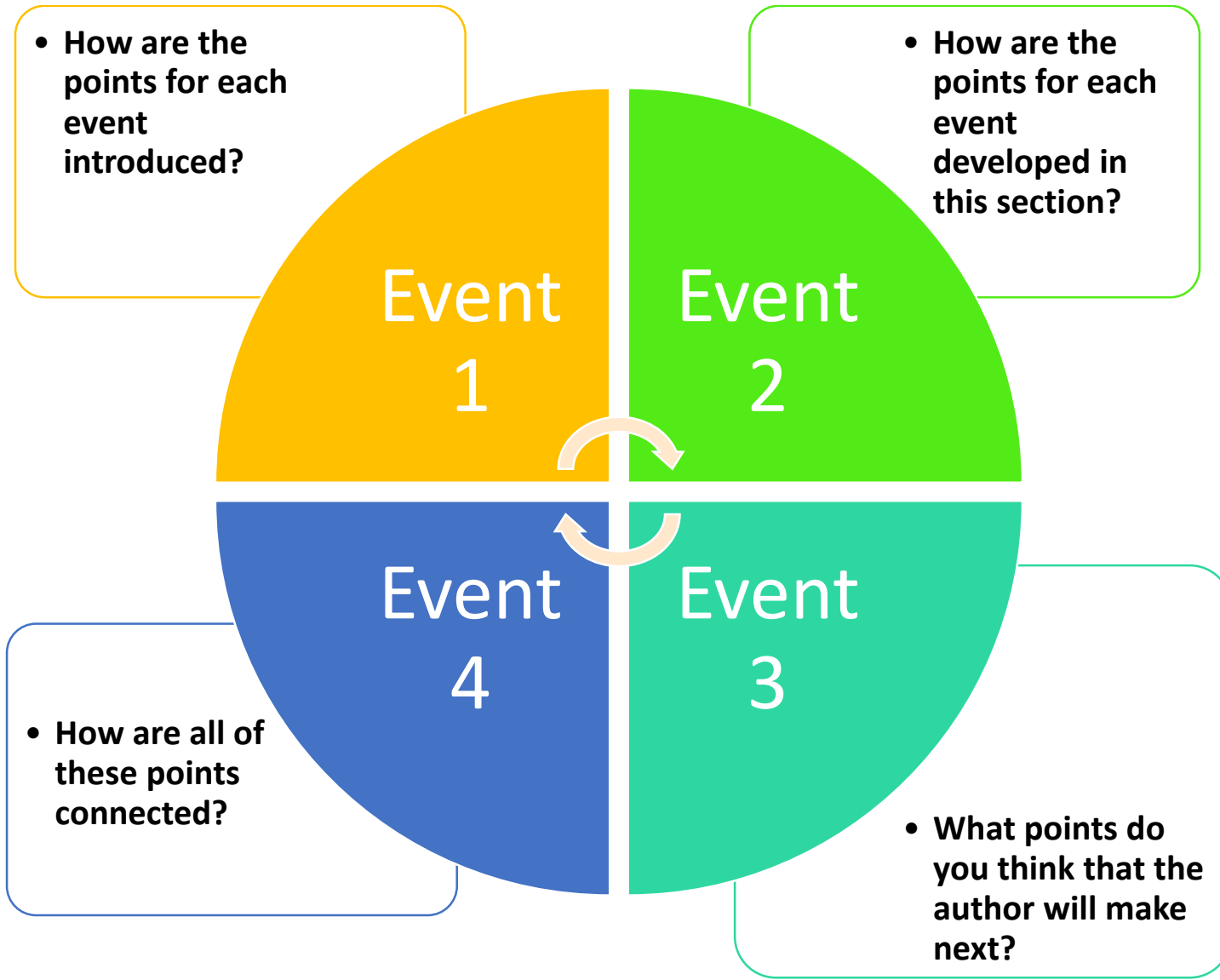
**Were We
Correct?**



**New Info
that We
Learned**

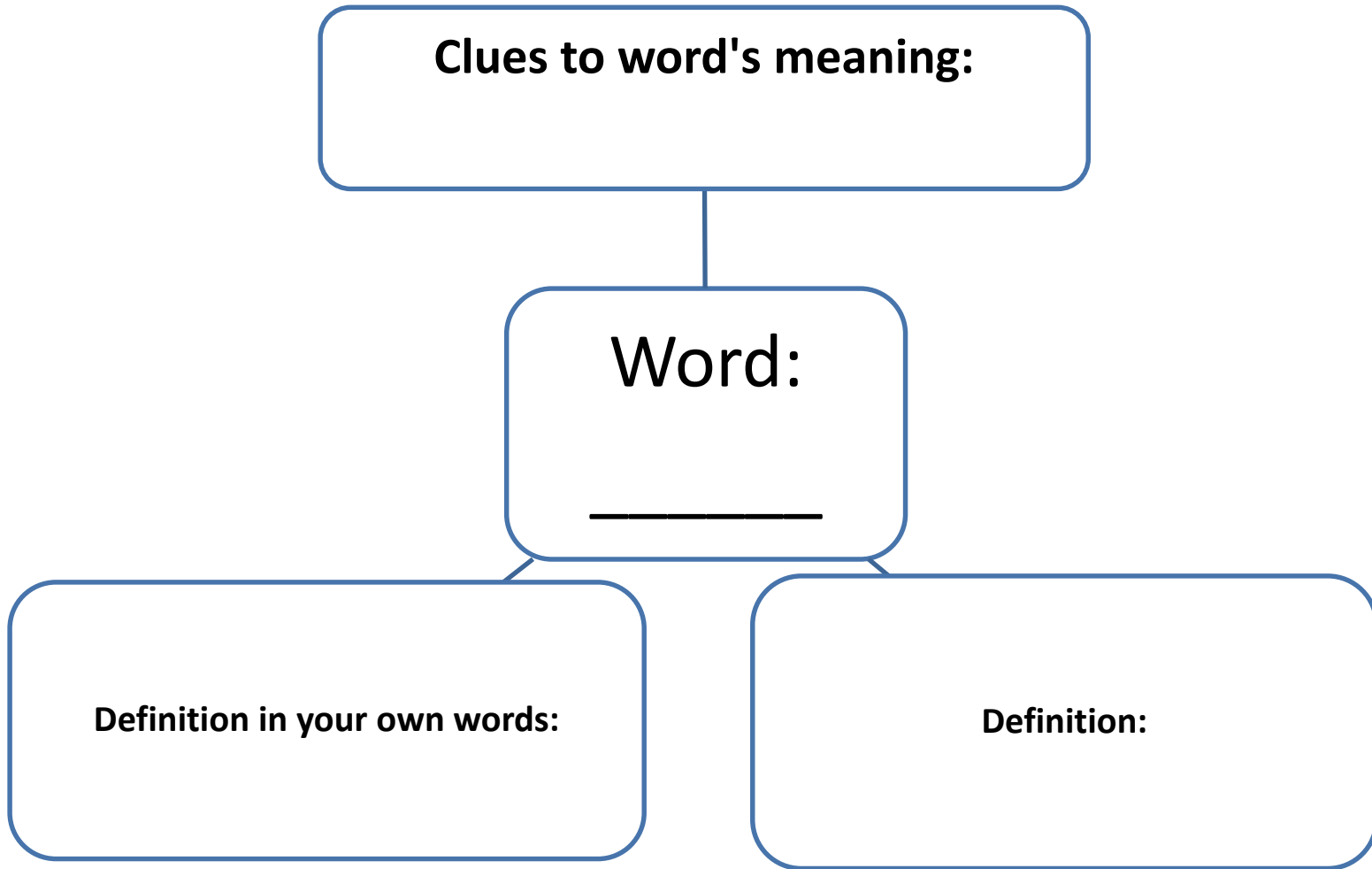


Graphic Organizer 3: Sequencing Discussion



Graphic Organizer 4: Vocabulary Guide

(Adapted from isbe.net)



TEXT 1

<http://constitutioncenter.org/interactive-constitution/amendments/amendment-xviii>

Amendment XVIII PROHIBITION OF LIQUOR

Passed by Congress December 18, 1917. Ratified January 16, 1919. Repealed by the 21st Amendment, December 5, 1933

SECTION 1

After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

SECTION 2

The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

SECTION 3

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

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Link to Text 2, “The Ladies of Rum Row”
(Link is located under picture)



http://www.oldmagazinearticles.com/1920s_women_in_PRISON-pdf