**TOPIC: MINING FOR EXAMPLES**

**Discipline**

Language Arts, History

**Grade Level**

8 – 12

**Type of Activity**

Individual, Small group, Ongoing

**Objectives**

* Students will reinforce their analytical and critical thinking skills
* Students will practice working collaboratively
* Students will collaboratively create a study guide for the novel.

**Overview**

This is an on-going activity that lends itself to working with novels or other book-length works. Ideally, this can be done online. However, this activity can also be successfully done by making and distributing photocopies of student work.

**Materials Needed/Preparation:.**

* If working digitally, prepare your online documents (optional).
* Have copies of the sample template/outline (see below).
* Based on how the reading assignments are broken out, match each student or set of partners with a reading assignment (or part of one).
  + This can be done in partners or in groups of up to three
  + Books with chapters are more easily adapted for this activity. For books with no chapters, or very few, break up the assignment into fair/equal parts for each student or set of partners
* Create a list of takeaways that include important themes, scenes, symbolism, etc. for each section of reading.
* Copies of mining for examples organizer.

**Estimated Time**

20 – 30 minutes to set up the activity. Then, students work on it primarily at home.

**Procedures:**

* Introduce the activity; distribute organizer.
  + Consider posting this sample online as well.
* For their assigned section(s) of the readings, students will do the following:
  + List the major themes/issues from the reading
  + Site specific examples, scenes, quotations, etc. that exhibit these themes.
  + Explain/analyze the example.
* How does it connect to the themes of the chapter (section, etc.)?
* How does it connect to the themes of the book?
* Why is this passage important?
* Any form of analytical reaction can be valid.
* Submit write-up.
  + Ideally, this is done in a digital environment.
  + If done in hard copy form, students will turn in their write-up.
* Photocopies need to be made and distributed to the class.
* Student analyses can/should be used for class discussions, quizzes, etc.
  + This activity can also serve as preparation for student led discussions.

**Post Activity/Takeaways/Follow-up**

* Takeaways
  + Students are creating a study guide for the novel and should have a more thorough understanding of the themes, characters, and important passages in the book.
* Follow-up
  + It is important that student write-ups be examined by the teacher before distributing them to the entire class. Be certain that the write-ups are accurate.

**Assessment**

* When assessing student work, take into consideration individual student progress in analytical reading and writing.
* Based on the takeaways created by the teacher:
  + Did the student address all parts of the outline/template?
  + How thoroughly did the student examine the reading?
  + Did the student use proper examples from the novel to support her/his analyses?

**Standards Met**

* History-Social Science Content Standards 6-8
  + Research, Evidence, and Point of View: 2, 3
* Reading Standards for Literature 6-12
  + Key Ideas and Details: 1, 2, 3
  + Craft and Structure: 4, 5, 6
* Reading Standards for Informational Text 6-12
  + Key Ideas and Details: 1, 2, 3
  + Craft and Structure: 4, 5, 6
* Writing Standards 6-12
  + Text Types and Purposes: 1, 2
  + Production and Distribution of Writing: 4, 5, 6
  + Research to Build and Present Knowledge: 9
* Speaking and Listening Standards 6-12
  + Comprehension and Collaboration: 1
  + Presentation of Knowledge and Ideas: 5
* Language Standards 6-12
  + Conventions of Standards of English: 1, 2, 3
  + Vocabulary Acquisition and Use: 4, 5
* Reading Standards for Literacy in History/Social Studies 6-12
  + Key Ideas and Details: 1, 2, 3
  + Craft and Structure: 4, 5, 6

**Mining for Examples**

*The Grapes of Wrath*

Mining For Examples

Pages \_\_\_\_\_\_\_

**Themes**:

Below, list the themes you found in the pages you were assigned to work with.

**Examples:**

Paraphrase or provide direct quotations from the novel that demonstrate the themes you found. Explain how the passage you found relates to the theme. You may provide more than one example for each theme.

**Theme A:** \_\_\_\_\_\_\_

Example from the text:

How this relates to Theme A:

**Theme B:** \_\_\_\_\_\_\_

Example from the text:

How this relates to Theme B:

**Theme C:** \_\_\_\_\_\_\_

Example from the text:

How this relates to Theme C:

**Theme D:** \_\_\_\_\_\_\_

Example from the text:

How this relates to Theme D: