



## Paideia Seminar Lesson Plan



Text:

**“A Game of Catch”** by Richard Wilbur

Grade/Subject

Upper ES / ELA



Ideas, Values:

Inclusion/Exclusion, Justice, Fairness, Sympathy, Friendship



Pre-Seminar Content



Launch Activity:

Brainstorm with the class character traits of a good friend. Using the brainstormed list, have students think of a person they enjoy spending time with. Have students do a pre-write to the following prompt: What makes spending time with this person enjoyable?



Inspectional Read:

Read the title and number the paragraphs. Read the story aloud as a class.

### Background Information:

Richard Wilbur was born in New York in 1921. He served in World War II and after attended Harvard. Wilbur is best known for his poetry and his work translating French plays and poetry into English. He twice received the Pulitzer Prize for Poetry.

### Vocabulary:

Have iPads, dictionaries, or other resources for looking up vocabulary. Assign one or two words to pairs or small groups to look up. Have all words shared in a common space such as Padlet or a whiteboard.

### Analytical Read:

Have each student re-read the story independently or in partners. Have students use sticky notes to mark the text in places where they do and do not sympathize with the characters.



## Pre-Seminar Process

-  Define and state purpose for Paideia Seminar.
-  Describe the responsibilities of facilitator and participants.
-  Have participants set a Personal Goal.
-  Agree on a Group Goal.

## Seminar Questions

*Opening (Identify main ideas from the text.):*

- ❖ What word or short phrase would you use to summarize the message in this story? (round-robin response)
- ❖ Why did you choose that word or phrase? (spontaneous discussion)

*Core (Analyze textual details.):*

- ❖ Read the line of the text where you think the boys change from being friendly to unfriendly. Why did you choose this line as the turning point?
- ❖ Who is the bully and who is the victim?
- ❖ Why does Scho pretend to control Glennie and Monk?
- ❖ If you were Glennie what might you have done differently?
- ❖ Does Scho have a right to be included in the game? Why or why not?

*Closing (Personalize and apply the ideas.):*

- ❖ Who in this story do you most sympathize with and why?

## Post-Seminar Process

- ★ Have participants do a written self-assessment of their personal participation goal.
- ★ Do a group assessment of the social and intellectual goals of seminar.
- ★ Note reminders for next seminar.





## Post-Seminar Content



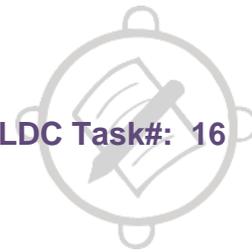
### Transition to Writing:

Place students in groups of four. Return to the writing from the *Launch*, have them share their pre-writing with their group and discuss what qualities are in the pre-writing that make a good friend.



### Writing Task:

After reading “A Game of Catch”, write a script in which you analyze how including someone contributes to an understanding of becoming better friends. Support your response with evidence from the text.



(LDC Task#: 16 )



### Brainstorm:

In their groups have students list at least two things each character could have done differently to produce a better outcome.



### Structure the Writing:

Have students share their pre-writing with their groups to help come up with ideas. They can also refer to their brainstormed list of things the characters could have done differently. The mediator can take on the role of a friend, counselor, teacher, parent, etc. The skit should take between one and two minutes to perform.



### First Draft:

Give students time to write their skit, gather simple props, and practice performing at least once.

 Collaborative Revision:

After students have written drafts pair each group with one other group. Each group should take turns performing their skit and each group should prepare a list of written feedback that includes: at least one thing the group did well, at least one suggestion for improvement or revision, and a single sentence that explains the point they believe the group was trying to make. Have students use this feedback to revise and create a second draft.

 Edit:

Once the second draft is complete, hand out editing resources such as iPads or dictionaries. Pair groups to edit each other's scripts. Before starting the edits do a quick review of whatever grammar skills you are currently working on. Have each student read the other group's script marking no more than 5 edits.

Because this product will be shared as a performance have partner groups video record each other's performance on iPads or other recording devices. Each group should watch the video of their group and use it to improve their performance.

 Publish:

Have students perform their skits for seminar members. Record the skits and publish by uploading them to the school or grade level website.

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“A Game of Catch” by Richard Wilbur published in Jr. Great Books- Series 5