

#Summarize

Summarizing

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Grade Level	11th – 12th Grade	**Time Frame**	2-3 class period(s)
Subject	English/Language Arts	**Duration**	150 minutes
Course	American Literature, Composition, Creative Writing		

Essential Question

What do the effects of life events look like?

Summary

In this lesson, students connect to the essential question, "What do the effects of life events look like?" through the skill of summarizing. To answer that question, students summarize a slam poem, a short story, and a recent Presidential speech. To make a personal connection to the skill of summarizing, students write a short summary social media post that reflects their own life event. To summarize the lesson, students write a summary of what the effects of life events look like to them.

Snapshot

Engage

To activate prior knowledge of the summarization skill, students write a First Word, Last Word acronym.

Explore

Students watch the slam poem "Knock Knock" and apply the 4-2-1 strategy for a summary of the poem.

Explain

Upon reading John Steinbeck's short story, "Why Soldiers Won't Talk," students engage in a thinking strategy to identify the main ideas of the passage and then craft a paragraph summary.

Extend

To apply the summarization skill, students write a summary social media post of a personal life event.

Evaluate

Students' summaries of what life events' effects look like are assessed. Students self-analyze their understanding by reading and summarizing President Obama's speech about Orlando and complete the second part of the First Word, Last Word strategy.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 11)

11.2.R.1: Summarize the main ideas and paraphrase significant parts of increasingly complex texts.

Attachments

- Lesson Slides—Summarize.pptx
- Main Idea—Summarize - Spanish.docx
- Main Idea—Summarize - Spanish.pdf
- Main Idea—Summarize.docx
- Main Idea—Summarize.pdf
- President Obama's Speech—Summarize - Spanish.docx
- President Obama's Speech—Summarize - Spanish.pdf
- President Obama's Speech—Summarize.docx
- President Obama's Speech—Summarize.pdf
- Summary Social Media Post—Summarize.docx
- Summary Social Media Post—Summarize.pdf
- T-Chart—Summarize - Spanish.docx
- T-Chart—Summarize - Spanish.pdf
- T-Chart—Summarize.docx
- T-Chart—Summarize.pdf
- Why Soldiers Won't Talk Story—Summarize - Spanish.docx
- Why Soldiers Won't Talk Story—Summarize - Spanish.pdf
- Why Soldiers Won't Talk Story—Summarize.docx
- Why Soldiers Won't Talk Story—Summarize.pdf

Materials

- Lesson Slides (attached)
- "Why Soldiers Won't Talk" by John Steinbeck (attached; one per student)
- "Knock Knock" slam poem by Daniel Beaty (linked below)
- President Obama's Speech (attached; one per student)
- Summary Social Media Post handout (attached; one per student)
- Main Idea handout (attached; one per student)
- Student devices with internet connection (for access to YouTube, Poll Everywhere, President Obama's speech, etc.)
- Tape
- Sticky notes
- Writing utensils: pens, pencils, notebook paper, etc.
- Large pieces of paper
- Markers

30 minutes

Engage

Teacher's Note: Preparation

Have lined notebook paper on hand for this portion of the lesson.

Using the attached **Lesson Slides**, introduce students to the essential question on **slide 3**: *What do the effects of life events look like?*

Go to **slide 4** and display the learning objective: *Students will be able to summarize the effects of various life events.*

Go to **slide 5**. As a pre-reading activity, participate in the First Word, Last Word strategy using the word SUMMARY.

Write the word SUMMARY on the board vertically and ask students to think about what they already know about summaries. Explain that they are to use what they already know about what a summary is and what they know about how to summarize to write a sentence for each letter. Begin the activity by modeling the first letter, *"S- Summaries are not multiple pages long."* To do this, simply click "next" on the power point to show the example on the slide.

Instruct students to finish their SUMMARY acronym independently. Once students are finished with the acronym poem, ask for a few students to share out for each letter. Example - Student 1, "S stands for summaries are not multiple pages long." Student 2, "U stands for understanding the material is necessary to write a summary." Facilitate a whole group discussion that summarizes what students already know about summarization.

Pick up the papers when students are finished to informally assess what students already know and keep them for the Evaluate portion of this lesson.

30 minutes

Explore

Teacher's Note: Preparation

Students will transition from working independently, to partners, to groups of four, and then go full circle to working independently. Materials needed are lined paper and tape. When students get into groups of four, each group will need a piece of butcher paper to write a group summary on with a marker.

Display **slide 6** and inform your students that as they watch the slam poem, Knock Knock, they will apply the 4-2-1 strategy to generate a summary. The 4-2-1 strategy provides an opportunity to generate and share the four important ideas of the poem in complete sentences.

Embedded video
https://youtube.com/watch?v=RTZrPVqR0D8

Display **slide 7** and place your students into pairs. Instruct them to share the most important main ideas that they have written with each other and then agree on the two most important ideas from them.

Display **slide 8** and combine partners into groups of four. Inform them that an effective summary condenses information, creates a clear picture of the material, and reflects the author's point of view.

Pass out a piece of butcher paper and marker to each group and instruct the groups to take the important main ideas from both partnerships and use them as guiding sentences to write a summary of the poem with the essential question in mind.

Once the groups have finished, have students tape them on the walls around the room.

Display **slide 9** and inform your students that, using sticky notes, they will now participate in a Gallery Walk and read each of the summaries.

Have students use their sticky notes to write two constructive critiques on two different summaries. Read a few of the best summaries that are taped on the wall out loud to the class. Explain the strong and good parts of the summaries that you shared and what makes them effective and thorough summaries. Point out how they reflected the essential question.

30 minutes

Explain

Teacher's Note: Preparation

Print the attached short story, "Why Soldiers Won't Talk," and the main idea graphic. Have lined paper for students to write their summaries on.

Pass out the short story **"Why Soldiers Won't Talk"** by John Steinbeck and the **Main Idea** handout.

Teacher's Note: Activity Options

The reading of "Why Soldiers Won't Talk" can be completed independently, as partners, in small groups, or whole class depending on the class needs.

Go to **slide 10** and instruct students to complete the Main Idea handout as they read the short story. It will help them identify the main ideas of the text and the key details that support the main ideas.

Once they are finished, display **slide 11** and have students turn to an Elbow Partner. Elbow partners will exchange papers and discuss any differences between them.

Once students are finished comparing and contrasting their graphics, display **slide 12** and instruct students to independently write a summary of the text, "Why Soldiers Won't Cry" on lined paper reflecting on the essential question. Remind students that an effective summary condenses information, creates a clear picture of the material, and reflects the author's point of view. Student summaries should include the following:

1. Minimum of 10 complete sentences
2. Must reflect the essential question: "What do the effects of life events look like?"
3. Sentences must be original sentences that condense the information, not copied sentences from the text.
4. The reader of the paragraph should have a clear picture of the material.

Teacher's Note: Scaffolding

The writing expectations can be altered to meet the class's writing needs. They can be made harder or easier to reflect the writing needs of the class.

When students have finished their summaries, display **slide 13** and have them exchange papers with a partner. Instruct them that after they read each other's summary, they are to write one thing they notice and one thing they wonder at the bottom of their partner's summary paper and return it to the author using the I Notice, I Wonder Strategy.

Once the author has received their paragraph back, have students read the peer comments and edit/revise to improve their summary based on the one thing noticed and one thing wondered about their paper.

Have students turn in the summaries for a formative assessment.

30 minutes

Extend

Teacher's Note: Preparation

Have lined notebook paper on hand for this portion of the lesson.

Go to **slide 14**. Give students two to three minutes to brainstorm life events that they have gone through and their effects. They can be general life events or personal life events, such as getting a driver's license, a major breakup, a football game, etc.

Lead a discussion about social media posts. Display **slide 15** to remind students the various ways that social media condenses information.

Now, give students a few moments to go through and write short media posts for their different life events. Instruct students to talk about them or work together as needed.

Pass out the **Summary Social Media Post** handout and instruct students to choose one of their posts of a life event to write a summary. Display **slide 16** for guidance.

The summary can be completed on lined paper or on the printed Summary Social Media Post handout. Alternatively, students can also use the strategy GramIt to write their life summaries. Lead a discussion about hashtags and how they are used across various social media platforms.

After the students life summaries are finished, have volunteers share out their summaries with the class. As a class, end this part of the lesson by collaboratively writing a definition of summary and writing a statement on the board that summarizes the learning that has taken place about summarization along with a hashtag.

Sample Responses

Possible definition: A summary is a short overview of something so that the audience understands the main points. It allows the audience to understand the condensed version of a longer text.

Possible hashtags: Summarizing must include the main points in a short way #keepitshortbutimportant

30 minutes

Evaluate

Teacher's Note: Preparation

Bring up President Obama's video clip to project. Print off President Obama's speech about the Orlando shootings. It is located in the attachments section of this lesson.

Pass out the attached **President Obama's Speech** and share the beginning of the speech with students.

Embedded video
https://www.youtube.com/watch?v=ArklHIyAkdY

Students will then finish President Obama's speech about the Orlando shootings by reading the rest. The speech can be read as a whole class, as partners, or independently.

Display **slide 18** that has a T-chart example of the different texts of the lesson:

- The poem, "Knock, Knock"
- The short story, "Why Soldiers Won't Talk"
- Their own life events
- President Obama's speech about the Orlando shootings

Pass out the **T-Chart** handout and lead students in stating some of the effects of each text. As students identify them, list what some of the effects were in the right column of the T-chart. Have students fill in their own chart also and then tell them to add to their own T-Chart with other effects they think of.

Display **slide 19** and have students write a summary of what the effects of life events look like on lined paper. These summaries should include the following:

1. Minimum of 10 complete sentences.
2. Must reflect the essential question: *What do the effects of life events look like?*
3. Sentences must be original sentences that condense the information, not copied sentences.
4. The reader of the paragraph should have a clear picture of the material.

Teacher's Note: Scaffolding and Differentiation

The independent summary writing can be made more challenging by adding length or by requiring connections to the text materials. It can also be modified to ELL or struggling students by having students just reflect on the one text that was easiest for them to understand.

After students have written their summaries, have them complete the second part of the First Word, Last Word strategy, using the word SUMMARY to reflect on their understanding of summary.

Display **slide 20**. Pass out a piece of lined paper to every student.

Explain that now that they have learned and practiced the summary skill, they are to use what they have learned about summarizing to write a sentence for each letter.

Once students are finished with the acronym poem, pass out their original acronyms from the beginning of the lesson, have them compare the two, and examine how it aligns with their current thinking.

Resources

- Beaty, D. (2013, December 17). Knock knock [Video]. YouTube. https://www.youtube.com/watch?v=RTZrPVqR0D8
- K20 Center. (n.d.). 4-2-1. Strategies. https://learn.k20center.ou.edu/strategy/142
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). First word, last word. Strategies. https://learn.k20center.ou.edu/strategy/148
- K20 Center. (n.d.). Gallery walk. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). I notice, I wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). Poll everywhere. Tech Tools. https://learn.k20center.ou.edu/tech-tool/662
- K20 Center. (n.d.). GramIt. Strategies. https://learn.k20center.ou.edu/strategy/2554
- Obama, B. (2016, June 12). Speech on the Orlando nightclub shootings [Address]. White House, Washington D.C., U.S. https://www.youtube.com/watch?v=ArkIHIyAkdY
- Steinbeck, J. (2012). Why soldiers won't talk. In Granata, D. (2020). Ms. Granata's Site. http://drgranata.tripod.com/sitebuildercontent/sitebuilderfiles/why_soldiers_wont_talk_steinbeck.pdf (Original work published 1943).