

## *Finding Jupiter* Lesson Plans for Grades 9 through 12

All lessons are aligned with English Language Arts Common Core Standards and include necessary materials, student learning objectives, detailed instructions, and various assessments.

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## *Finding Jupiter*

### Lesson One: Introduction to Author & Novel

#### **Overview**

This lesson introduces the novel *Finding Jupiter*, providing insights into the author, the setting, and the context. The latter part of the lesson provides an opportunity for students to make predictions about the novel and then participate in a collaborative discussion with their peers. This plan includes prompts for an optional whole-class discussion, allowing for flexibility based on the length of the class session.

#### **Grade Level**

9 to 12

#### **Length**

50 to 85 minutes

#### **Materials**

Copies of the novel

Predictions Worksheet (included with this lesson plan)

Projector to show video clips

#### **Common Core Standards (Grades 9 & 10)**

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### **Common Core Standards (Grades 11 & 12)**

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Learning Objectives

1. Students will write informed predictions about the novel and revise their predictions as they gather more information.
2. Students will identify important elements of the novel's setting and context.
3. Students will participate in collaborative discussions, articulating their own ideas while listening to and building on the contributions of others.

## Instructions

### 1) Hook (5–10 minutes):

- After reviewing the Agenda and Learning Objectives with students, hand out the Predictions Worksheet and play the book trailer found here: [“Finding Jupiter” Book Trailer](#)
- After watching the trailer, instruct students to write down their initial predictions about the novel on the Predictions Worksheet.

### 2) Instruction (30–40 minutes)

#### a) Introduction to Rowe

- Show students the video “Why I Write” by Rowe. Found here: [“Why I Write”](#)
- Read aloud the “5 Things to Know about Rowe” handout from the Book Club Kit, found here: [Finding Jupiter Book Club Kit](#)

#### b) Introduction to Novel

- Hand out novels and have students view the picture on the front cover and read the text on the back cover on their own. After reading, students should fill out the Revised Predictions section of the Worksheet.
- Questions that students may consider while revising their predictions:
  - a. What time period is Finding Jupiter set in?
  - b. What is the setting of the book?
  - c. Who is the book about?
  - d. What themes do you think may be included in the book?

#### c) Introduction to Setting & Context

- Define ‘setting’ and ‘context’ and explain the differences between the two.
- Provide students with videos and/or reading material about the setting and context, or have students research Memphis on their own.
- Suggested video and/or reading:

- [“The History of Crystal Place and How it Helped Shaped Memphis”](#)
- [Civil Rights Trail: National Civil Rights Museum](#)
- [“Historic Orange Mound changing lives since the late 1800s”](#)
- [“Reflections of Whitehaven”](#)
- Have students write down important points about setting and context on their worksheet.

*(Teachers with 50–60 minute class periods may consider stopping here for the day and continuing the lesson on the following day)*

### 3) Collaborative Group Work (10–15 minutes)

- Have students share their Initial and Updated Predictions as well as their notes about Setting and Context in small groups.
- Circulate the room while students are having their discussions in order to assess their predictions and ability to share their ideas with their peers.

### 4) Optional: Whole Class Discussion Questions (10–15 minutes):

- Once small groups are done sharing, engage the class in a group discussion.
- Questions to ask:
  - a. What common themes or patterns emerged from your predictions?
  - b. How might the setting influence the characters and plot?
  - c. What important factors should we consider about context as we read the novel?
  - d. Did the author’s introduction and front/back covers of the book align with or challenge your initial predictions?

### 5) Exit Ticket (5 minutes)

- During the last 5 minutes of class, collect the Predictions Worksheet and have students respond to the following prompt: “Based on what you learned today, write a question about *Finding Jupiter* that you are curious to explore further. This question could be about the storyline, setting, context, characters, etc.”
- Students may turn in handwritten Exit Tickets or submit them on the school’s learning management system, such as Google Classroom.

### Assessment

- Formative: Teachers will observe and assess student discussions during group work and as a whole class.
- Formative: Teachers will assess students’ abilities to write in complete sentences, make predictions, and describe setting and context on the Predictions Worksheet.
- Formative: Teachers will assess questions submitted on the Exit Ticket.

### Links

- Book Trailer: <https://www.youtube.com/watch?v=F4XlFaUZXD0>
- “Why I Write”: <https://www.youtube.com/watch?v=qcHJQO1xjgE&t=3s>
- Book Club Kit: <https://static1.squarespace.com/static/61d4d93604c204782edd6ee9/t/63dcca4eba7a0c4e8dfd81d2/1675414102319/Finding+Jupiter+Book+Club+Kit.pdf>

- The History of Crystal Palace: [https://www.fox13memphis.com/news/fox13-investigates-the-history-of-crystal-palace-and-its-legacy-in-memphis-culture/article\\_ce773992-aefa-11ed-91f7-9b9bbeef7782.html](https://www.fox13memphis.com/news/fox13-investigates-the-history-of-crystal-palace-and-its-legacy-in-memphis-culture/article_ce773992-aefa-11ed-91f7-9b9bbeef7782.html)
- Civil Rights Trail: National Civil Rights Museum: <https://civilrightstrail.com/attraction/national-civil-rights-museum/>
- Historic Orange Mound: <https://www.youtube.com/watch?v=yU5uFBosZr4>
- Reflections of White Haven: <https://bettertennessee.com/david-carnes-park-whitehaven/>

## INTRODUCTION TO *FINDING JUPITER*

Name: \_\_\_\_\_

Date \_\_\_\_\_

**Initial Predictions:** After watching the book trailer, make a prediction about the novel's content or storyline. What do you think happens in this novel? You should write two to four complete sentences.

**Revised Predictions:** Now that you have been introduced to the author, Kelis Rowe, and viewed the front and back covers of the book, update your original prediction based on this new information. You should write two to four complete sentences.

**Setting:** Write down three to five important points about the setting of the novel.

**Context:** Write down three to five important points about the context of the novel.

*Finding Jupiter*  
Introduction to Found Poetry Lesson

**Overview**

This lesson introduces students to found poetry, particularly blackout poetry, which is an essential element in *Finding Jupiter*. This plan may be used as an anticipatory lesson prior to reading the novel or to analyze the story once students have begun reading. After developing an understanding of found poetry, students will create their own found poems and then share them with classmates as time allows.

**Grade Level**

9 to 12

**Length**

45 to 85 minutes

**Materials**

Copies of the novel *Finding Jupiter*

Copies of pages from other novels (consider using a novel that students have recently read that shares themes with *Finding Jupiter*; such as *The Great Gatsby*, *Their Eyes Were Watching God*, or *Romeo and Juliet*)

Art supplies, such as colored paper, pens, colored pencils, markers, glue, paint, and scissors

Projector to show video clips

**Common Core Standards (Grades 9 & 10)**

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work.

CCSS.ELA-LITERACY.RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

### **Curriculum Standards (Grades 11 & 12)**

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

### **Learning Objectives**

1. Students will define found poetry and explain its various types.
2. Students will analyze text excerpts from various novels, including *Finding Jupiter*, identifying keywords or phrases to incorporate into their blackout poetry.
3. Students will use their knowledge of found poetry to create their own blackout poem.

### **Preparation**

- Gather materials listed above and prepare resources for introducing and explaining found poetry

### **Instructions**

#### **1) Hook (5–10 minutes):**

- After reviewing the Agenda and Learning Objectives with students, play the blackout poetry demonstration found here: [“Blackout Poetry Inspired by Finding Jupiter by Rowe”](#)
- After watching the clip, ask students to share their initial thoughts: Are they familiar with found poetry? Have they seen blackout poetry?

#### **2) Direct Instruction (10–15 minutes)**

##### **a) Introduce Found Poetry**

- Define found poetry, explain the various types, and provide examples.



- Explain guidelines for writing found poetry, including tips and tricks.
- Suggested resources:
  - (1) [“Introduction to Found Poetry”](#) by Jackie Craven
  - (2) [“This Ocean of Texts: The History of Blackout Poetry”](#) by Emily Ramser
  - (3) Search ‘blackout poetry’ on Pinterest for examples to show students.
  - (4) Have students find examples on social media, such as @makeblackoutpoetry on Instagram or #blackoutpoetry on TikTok

**b) Examine Found Poetry in *Finding Jupiter***

- As a class, read some of the found poems in the novel. Pick poems depending on how far along students are in the book. Poems are on pages 1–2, 46–47, 70–71, 80–81, 128–129, 142–143, 178–179, 202–203, 218–219, 254–255, 270–271, & 303–304
- Ask students to consider and share the themes expressed in the poems and the literary devices (metaphors, similes, etc.) used to create the poems.

**3) Guided Practice (5–10 minutes)**

- Model the creation of a blackout poem for students.
- Display the page(s) on a projector screen so that students can see them and help you select words for the poem.
- Ask students for their input on words you should circle on the page. Using a pen or marker, circle the words until you have a complete poem.
- Finish the poem by blacking out the rest of the words and quickly demonstrating how to add artwork, such as using a cut-out shape.

**4) Independent Practice (20–25 minutes):**

- Distribute art supplies and copies of pages from other novels or famous works.
- Instruct students to use the pages to create their own blackout poem and visual representation.
- Circulate the room while students are creating their poems in order to answer questions and assess their understanding of blackout poetry.

**5) Optional: Poetry Reading or Gallery Walk (15–20 minutes)**

- Have students share their poems with their classmates by asking them to read their poems aloud while displaying them on the project screen or conduct a gallery walk by hanging poems on the walls of the classroom.

**6) Exit Ticket (2 - 5 minutes)**

- Have students hand in their poems so that you may view them and assess their work.

**Assessment**

- Formative: Teachers will observe and assess students’ work while circulating the room during Independent Practice.
- Formative: Teachers will assess students’ blackout poetry, including writing mechanics and visual representations.

## Links

- “Blackout Poetry with Kelis Rowe”:  
[https://www.youtube.com/watch?v=vOVFVAy\\_2E&t=67s](https://www.youtube.com/watch?v=vOVFVAy_2E&t=67s)
- “Introduction to Found Poetry: Reading and Writing Blackouts, Erasures, and Other Literary Remixes”: <https://www.thoughtco.com/found-poetry-4157546>
- “This Ocean of Texts: The History of Blackout Poetry”:  
<https://www.thehistoryofblackoutpoetry.org/>

*Finding Jupiter*  
Character Analysis Lesson

**Overview**

In this lesson, students will begin to characterize Ray and Orion by closely reading the first two chapters of the novel. After completing the reading, students will participate in a Pair-Share activity, followed by a short writing exercise. Character Analysis worksheets for Ray and Orion are provided, and students are encouraged to update these worksheets as they continue reading.

**Grade Level**

9 to 12

**Length**

One 90-minute class session

**Materials**

Copies of the novel *Finding Jupiter*

Writing materials

Character Analysis worksheets

**Common Core Standards (Grades 9 & 10)**

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Common Core Standards (Grades 11 & 12)**

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Learning Objectives

1. Students will closely read and annotate the first two chapters of the novel, noting the character traits of Ray and Orion.
2. Students will analyze and articulate the initial character traits of Ray and Orion, providing evidence from the text to support their observations.
3. Students will participate in collaborative discussions, articulating their own ideas while listening to and building on the contributions of others.
4. Students will synthesize their observations and evidence to write succinct character descriptions.

### Preparation

- Make copies of the Character Analysis worksheets or post them to Google Classroom

### Instructions

#### 1) Introduction (15 minutes)

- Begin with a brief discussion of characterization and the importance of character development in literature.
- Pass out the Character Analysis worksheets (or have students access them on Google Classroom) and remind students that they were introduced to the novel's main characters when they watched the book trailer.
- Have students make initial character notes about Ray and Orion on their worksheets.
- Prepare students for a close read of chapters one and two by instructing them to make characterization notes on their worksheets as they read.

#### 2) Close Reading (45 minutes)

- Using the method you prefer for reading the novel (silent reading, audiobook, and/or teacher-read-aloud), engage in a close reading of chapters one and two.
- Occasionally pause to remind students that they should be taking notes about Ray and Orion as they read.

#### 3) Pair-Share (15–20 minutes)

- After students have completed the reading, have them pair up and share their observations of Ray and Orion. Encourage them to share their notes about direct and indirect characterization they took while reading.
- Once students have had a few minutes to share their notes, create a character analysis list for the class to see either on the whiteboard or projector. Ask each pair to share one initial trait for Ray or Orion as well as their evidence for that trait.

#### 4) Writing Reflection (10 – 15 minutes):

- Conclude the lesson by having students complete the bottom section of the Character Analysis worksheets.

### **5) Exit Ticket**

- Have students hand in their Character Analysis worksheets so that you may view them and assess their work.

### **Assessment**

- Formative: Teachers will observe and assess students' work while circulating the room during the Pair-Share Activity
- Formative: Teachers will assess students' Character Analysis worksheets.

Name: \_\_\_\_\_

## CHARACTER ANALYSIS IN *FINDING JUPITER*

### Ray

Direct Characterization (appearance, age, relationships, hobbies, profession):

1. Evidence:

2. Evidence:

3. Evidence:

Indirect Characterization (actions, speech, thoughts):

1. Evidence:

2. Evidence:

3. Evidence:

After sharing your notes with a partner, synthesize your initial thoughts and evidence to create a one-paragraph description of Ray's character:

Name: \_\_\_\_\_

## CHARACTER ANALYSIS IN *FINDING JUPITER*

### Orion

Direct Characterization (appearance, age, relationships, hobbies, profession):

1. Evidence:

2. Evidence:

3. Evidence:

Indirect Characterization (actions, speech, thoughts):

1. Evidence:

2. Evidence:

3. Evidence:

After sharing your notes with a partner, synthesize your initial observations and evidence to create a one-paragraph description of Orion's character:

## *The Great Gatsby* and *Finding Jupiter* Color Symbolism Lesson

### **Overview**

This lesson utilizes *Finding Jupiter* as a comparison text to *The Great Gatsby* to explore the symbolism of colors in both novels. This lesson is best delivered when students have either finished or nearly finished both novels so that they are able to provide evidence of the colors used and their meaning.

### **Grade Level**

9 to 12

### **Length**

50 to 80 minutes

### **Materials**

Copies of *Finding Jupiter* and *The Great Gatsby*  
Color Symbolism Worksheet (included with this lesson plan)  
Projector or whiteboard

### **Common Core Standards (Grades 9 & 10)**

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.9-10.10 &

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Common Core Standards (Grades 11 & 12)**

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



## CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Learning Objectives

1. Students will identify and analyze the use of colors in *Finding Jupiter* and *The Great Gatsby*.
2. Students will participate in collaborative discussions, articulating their own ideas while listening to and building on the contributions of others.
3. Students will explain the meaning of each color in the novels, providing textual evidence to support their claims
4. Students will analyze the significance of colors in the novel, describing which colors are most consequential.

### Preparation (5 minutes)

- Write the names of eight colors (black, white, yellow, blue, green, purple, grey, and pink) across the top of the whiteboard prior to the start of class.
- Make copies of the Color Symbolism Worksheet and/or post to Google Classroom.

### Instructions

#### 1) Hook (5–10 minutes):

- After reviewing the Agenda and Learning Objectives with students, refer to the colors written on the whiteboard and ask students for their thoughts about what each color represents. Write down their responses below each color.

#### 2) Direct Instruction (15–20 minutes): Introduction to Color Symbolism

- Review symbolism in literature and explain the connection between symbols and themes
- Ask students to identify two or three symbols from *Finding Jupiter* and *The Great Gatsby* and explain their meaning and significance
- Next, introduce color symbolism and explain the connotative meanings of colors in Western culture. Suggested resource: [“Color Symbolism”](#) - YouTube

#### 3) Collaborative Group Work (15 minutes)

- Have students create eight small groups
- Pass out the Color Symbolism worksheet (one for each student) and assign each group one of the colors on the worksheet
- Instruct groups to search through their novels to find as many examples of their assigned color as they can. Groups should be able to find at least two to three examples of each color in each novel.
- Have groups fill in the worksheet with their assigned color as they work.

#### 4) Whole Class Sharing (10–15 minutes):

- Once groups have found several examples, instruct each group to share one example of their assigned color from *Finding Jupiter* and one example from *The Great Gatsby* aloud

with the rest of the class. The group should also briefly explain the meaning/significance of that color in the novel.

- Groups that are not actively sharing should be filling out their Color Symbolism worksheet while other groups are speaking

#### **5) Optional: Whole-Class Discussion (10-15 minutes):**

- To recap the lesson, engage the class in a discussion once each group has finished sharing.
- Questions to ask:
  - a. What are the differences and similarities in the ways that Rowe and Fitzgerald use color in their stories?
  - b. Do colors have the same or different meanings in each novel?
  - c. Which colors are the most significant and why?
  - d. How do the societal norms, historical settings, and/or cultural backgrounds of the characters contribute to the meaning and significance of the colors?
  - e. How does the use of color contribute to the development of specific themes in both novels?

#### **6) Exit Ticket (5 minutes)**

- During the last 5 minutes of class, collect the Color Symbolism worksheets and have students respond to the following prompt: “Based on what you learned today, which color holds the most significance in both novels and why?”
- Students may turn in handwritten Exit Tickets or submit them on the school’s learning management system, such as Google Classroom.

#### **Assessment**

- Formative: Teachers will observe and assess student discussions during group work and as a whole class.
- Formative: Teachers will assess students’ understanding of color symbolism on the worksheet.
- Formative: Teachers will assess questions submitted on the Exit Ticket.

#### **Links**

- “Color Symbolism” by Read Write Now:  
<https://www.youtube.com/watch?v=u4jc3KzqaOM&t=409s>

Name: \_\_\_\_\_

Color Symbolism in *Finding Jupiter* and *The Great Gatsby*

Color	Connotative Meaning	Examples from the Novels	Meaning in the Novels
Black			
White			
Yellow/Gold			
Blue			

Name: \_\_\_\_\_

Green			
Purple/Lavender			
Grey/Silver			
Pink			

## Socratic Seminar: *The Great Gatsby* and *Finding Jupiter* Lesson One of Two

### Overview

This lesson is the first of two parts, and it introduces students to their final project for the unit, which is a Socratic Seminar about themes in *Finding Jupiter* and *The Great Gatsby*. This lesson is best delivered when students have finished both novels so that they are able to analyze the themes and provide evidence from both texts to answer the seminar questions.

### Grade Level

9 to 12

### Length

60 to 85 minutes

### Materials

Copies of *Finding Jupiter* and *The Great Gatsby*  
Socratic Seminar Worksheet (included with this lesson plan)  
Projector or whiteboard  
Academic Discussion Grading Rubric

### Common Core Standards (Grades 9 & 10)

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Common Core Standards (Grades 11 & 12)

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Learning Objectives**

1. Students will understand the Socratic Seminar format and create seminar norms.
2. Students will identify and analyze themes in *Finding Jupiter* and *The Great Gatsby*.
3. Students will prepare for a Socratic seminar by responding to theme statements, articulating their reasoning, and providing textual evidence to support their claims.

### **Preparation**

- Prepare any materials for introducing or reviewing the Socratic Seminar format.
- Make copies of the Socratic Seminar Preparation Worksheet and/or post to Google Classroom.

### **Instructions**

#### **1) Introduction to Socratic Seminar (15–20 minutes)**

- After reviewing the Agenda and Learning Objectives with students, begin by introducing or reviewing the Socratic Seminar with students. State that their concluding assignment for both novels will be a Socratic Seminar, which they will participate in the following day.
- Explain what a Socratic Seminar is, its importance, the format, and expectations.
- With students, create a list of ground rules that all students agree to. For example, “Students will not interrupt one another.”
- Next, explain that the Socratic Seminar will be conducted in a ‘fish-bowl’ style with an inner circle that actively participates in the discussion and an outer circle that actively listens.
- Show and explain the rubric that you will use to grade students during the seminar.
  - Suggested Rubric: [“Common Core Discussion Rubric”](#)

#### **2) Overview of Themes (10–15 minutes)**

- Ask students to identify common themes in *Finding Jupiter* and *The Great Gatsby*. Review/explain the concept of themes as needed.
- Compile a list of themes on the whiteboard as students state them aloud. Possible answers include wealth, family, tragedy, identity, self-discovery, love, and personal growth.
- Give examples of these themes, answering any questions that students have.
- Clarify that some of these themes will be the focus of the Socratic Seminar.

### 3) Socratic Seminar Preparation Worksheet (30–45 minutes)

- Pass out the Socratic Seminar Preparation worksheet (or have students open it on Google Classroom)
- Read the directions aloud to students, explaining that they will need to respond to each prompt by indicating to what extent they agree or disagree, articulating their reasoning, providing evidence from both texts to support their reasoning, and formulating at least two questions about the theme to bring to the seminar.
- Clarify that these prompts will be the basis for tomorrow’s seminar and that each student should come to class prepared to speak about any of the prompts.
- Model a possible response to the first prompt and work through the evidence and possible questions with students.
- Give students time to work independently on the worksheet once you have finished modeling possible responses and answered any questions
- Students should work independently for most of the remaining class period. Students who do not finish their worksheet in class should finish it as homework.

### 4) Exit Ticket (5 minutes)

- During the last 5 minutes of class, have students respond to the following prompt: “What question(s) do you still have about tomorrow’s Socratic Seminar?”
- Students may turn in handwritten Exit Tickets or submit them on the school’s learning management system, such as Google Classroom.
- Remind students that they will need to come to class with their completed Socratic Seminar Preparation worksheet tomorrow and be ready to participate in the seminar.

### Assessment

- Formative: Teachers will observe and assess student responses during whole class discussions.
- Formative: Teachers will observe and assess students’ work while circulating the room while students are completing the Socratic Seminar Preparation worksheet.

### Links

- “Common Core Discussion Rubric” by S2TEM Centers:  
[https://www.s2temsc.org/uploads/1/8/8/7/18873120/common\\_core\\_discussion\\_rubric.pdf](https://www.s2temsc.org/uploads/1/8/8/7/18873120/common_core_discussion_rubric.pdf)

## Socratic Seminar Preparation: *Finding Jupiter* and *The Great Gatsby* Themes

**Directions:** In the blank beside each statement, write “SA” for strongly agree, “A” for agree, “D” for disagree, or “SD” for strongly disagree, and then write a statement explaining why you feel that way. Next, add at least one piece of evidence from each text which supports your reasoning. Your evidence should be something you can share with the class. Finally, create at least two open-ended questions to bring to the class discussion.

1. \_\_\_\_\_ **Love at first sight is possible.**

My Reason:

Evidence from *Finding Jupiter*:

Evidence from *The Great Gatsby*:

My Question(s):

2. \_\_\_\_\_ **We should keep secrets to protect those we love.**

My Reason:

Evidence from *Finding Jupiter*:

Evidence from *The Great Gatsby*:

My Question(s):



**3. \_\_\_\_\_ It is better to have loved and lost than to have never loved at all.**

My Reason:

Evidence from *Finding Jupiter*:

Evidence from *The Great Gatsby*:

My Question(s):

**4. \_\_\_\_\_ Identity is shaped more by external factors than internal qualities.**

My Reason:

Evidence from *Finding Jupiter*:

Evidence from *The Great Gatsby*:

My Question(s):

**5. \_\_\_\_\_ Tragedy is a catalyst for self-discovery and growth.**

My Reason:

Evidence from *Finding Jupiter*:

Evidence from *The Great Gatsby*:

My Question(s):

**6. \_\_\_\_\_ Our relationship with our parents has the most significant impact on our identity and personal growth.**

My Reason:

My Evidence:

My Question(s):

My Question(s):

## Socratic Seminar: *The Great Gatsby* and *Finding Jupiter* Lesson Two of Two

### Overview

This is the summative lesson for the novels *The Great Gatsby* and *Finding Jupiter*. This lesson builds on the previous lesson in which students prepared for a Socratic Seminar. In this lesson, students will participate in the seminar, demonstrating their understanding and analysis of the themes in both novels.

### Grade Level

9 to 12

### Length

One 90-minute class session

### Materials

Copies of *Finding Jupiter* and *The Great Gatsby*

Socratic Seminar Preparation Worksheet (included with previous lesson plan)

Timer to use during discussion (various 10-minute timers are available on YouTube)

Projector or whiteboard

Academic Discussion Grading Rubric

### Common Core Standards (Grades 9 & 10)

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## **Common Core Standards (Grades 11 & 12)**

### **CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### **CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### **CCSS.ELA-LITERACY.SL.11-12.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### **CCSS.ELA-LITERACY.SL.11-12.1.C**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

#### **CCSS.ELA-LITERACY.SL.11-12.1.D**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## **Learning Objectives**

1. Students will demonstrate their ability to discuss themes related to *The Great Gatsby* and *Finding Jupiter* while following the Common Core Discussion guidelines and agreed upon classroom norms during a discussion.
2. Students will actively listen to their peers and share supportive feedback.
3. Students will evaluate evidence presented by their peers and respond with appropriate questions or comments.

## **Preparation (5 minutes)**

- Arrange the classroom for a Socratic seminar: There should be a small inner circle, with room for five or six students, and a larger outer circle where the rest of the students will sit when not participating in the discussion.

## **Instructions**

### **1) Seminar Preparation (10 minutes):**

- When students enter the classroom, have them sit in the outer circle while you explain the agenda, objectives, and directions for the day.
- Instruct students to find their Socratic Seminar Preparation worksheet and place it on their desk or table, so that you may check it for completion.

- Remind students that they will participate in a Socratic Seminar today about themes from *The Great Gatsby* and *Finding Jupiter*. and that their discussion will be based on prompts from their worksheet. They will be placed into small groups, and each group will be given a prompt: Each group member should explain their reasoning and evidence in response to the prompt. Once each person has had a turn, one group member should ask one of the questions they wrote on their worksheet in order to keep the conversation going. If the conversation stops, then someone else should ask another question. Students should follow the agreed upon discussion norms, which were created yesterday.
- Answer any questions that students had from yesterday's Exit Ticket and any other remaining questions.
- Next, create six small groups of five to six students (one group for each prompt on the worksheet). You may have students count off from one to six, have them draw a number out of a hat, or volunteer for which prompt they would like to discuss.
- Remind students of the format for today's seminar: The group discussing will sit in the inner circle. Outer circle members should be paying close attention to the discussion and writing down notes on a blank piece of paper. Outer circle members should write down any thought-provoking comments, strong discussion starters, and/or excellent evidence they heard. Each discussion will last roughly 10 minutes. A timer will be displayed on the projector screen for students to see. At the end of each round, the outer circle will have two minutes to share highlights from the discussion.
- Have Group One move to the inner circle, taking their worksheets with them.
- You should find a seat outside of the circles at either the front or back of the classroom.

## 2) Socratic Seminars (65–75 minutes)

- On your cue, the students in Group One will begin the discussion, responding to the prompt, "Love at first sight is possible."
- Be sure to start the timer.
- Observe the discussion and complete the Academic Discussion Rubric for each student while they are participating in the seminar.
- When the discussion is over, ask for two or three shout-outs from the outer circle.
- Once shout-outs are over, direct Group One to move to the outer circle and direct Group Two to move to the inner circle. The seminar will continue in the same format for Groups Two through Six.

## 3) Conclusion and Exit Ticket (5 minutes)

- Once all groups have finished their discussion, collect discussion notes while students respond to the following prompt: "What is one thing you felt you did particularly well in the Socratic Seminar and why? What is one thing you would like to work on for future seminars and why?"
- Students may turn in handwritten Exit Tickets or submit them on the school's learning management system, such as Google Classroom.

## **Assessment**

- Summative: Teachers will assess students' ability to identify, analyze, and discuss themes from *The Great Gatsby* and *Finding Jupiter*.
- Summative: Teachers will assess students' ability to participate effectively in a collaborative discussion using the Common Core standards for Comprehension and Collaboration.
- Formative: Teachers will assess the responses submitted on the Exit Ticket.