

FINDING EVIDENCE 4

Thursday, November 29, 2018 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

PRACTICE WITH READING AND WRITING QUESTIONS THAT ASK FOR EVIDENCE

-Hand out or share digitally, [“The Song of the Shirt” by Thomas Hood from CommonLit](#). Hand out or share digitally the [Unlocking Poetry](#) guide from the ELA 6-12 Webpage. Tell students to use the marking strategies from Unlocking Poetry handout on “The Song of the Shirt” as they read it to help them analyze the poem. They may want to read the poem at least twice for maximum analysis.

-Handout or share digitally, [Citing Evidence Questions for “The Song of the Shirt”](#). Ask the students to complete the first five questions. Then, go over the answers with them, discussing why/how the correct answer is correct. Here are the answers: **1. B, 2. D, 3 (see below) 4. B, 5. D.**

3. Answers will vary; students should review the text and summarize the working conditions of the poor woman in the poem. The speaker describes a woman sewing throughout the poem. She is clearly exhausted by this work, as her “eyelids heavy and red” (line 2) indicate. “Work—work—work! / My labour never flags” (lines 41-42). She is constantly working and has no leisure time, not even to cry (stanza 10). Furthermore, she is unable to afford sufficient food due to low wages and is starving (stanza 5). Her living conditions are also meager: “A bed of straw, / A crust of bread—and rags. / That shattered roof—this naked floor— / A table—a broken chair— / And a wall so blank, my shadow I thank / For sometimes falling there!” (lines 43-48) In summary, her working and living conditions are so poor that she longs to be a slave (line 13) and compares herself to a prisoner (line 52).

NOTE: The questions included on the Citing Evidence Questions for “The Song of the Shirt” handout are not the exact ones included on CommonLit with the article—there have been additions and deletions to hone in on Standard 1. So, if you decide to have your students read “The Song of the Shirt” online at CommonLit, only some of the aligned questions will be the same.

-Next, have the students pair up and talk about which of their answers were right and which ones they got wrong. For the ones they got wrong, have them explain why they got it wrong and how they could have gotten the correct answer. Give each person in the pair one minute for their talk/explanations.

-Now, have the students look at the final question on the [Citing Evidence Questions for “The Song of the Shirt”](#). It is an essay prompt that has a possible thesis for the answer by grade level. The question asks them to write one body paragraph based on the prompt and given thesis. Tell them to think back to the work they did last week and the previous two weeks at the *Putting Evidence in Your Own Sentences* stations. They should emulate that work here. **The question gives an acronym for what belongs in a body paragraph based upon the work done in the past three weeks and the October 18th lesson. The answer for question 6 varies some by grade-level. Just be sure to see that students are following the acronym/sentence guidelines to develop a complete body paragraph that supports the outline below. The poem contains a few repeated phrases. For example, the repetition of the words “stitch” (lines 5, 29, and 85) and “work” (lines 9, 11, 17, 19, 41, 49, 51, 57, and 59) three times in succession—these examples reflect the monotony and seemingly endless amounts of work the woman (and other workers) must endure. Likewise, the repetition of the phrases “In poverty, hunger, and dirt” (lines 6 and 86) and “With fingers weary and worn, / With eyelids heavy and red” (lines 1-2 and 81-82) emphasize the poor conditions the workers must work and live in. Overall, the repetition in this poem contribute to the poem’s theme topics of industry, poverty, poor working/living conditions, and the need for social reform.**

NOTE: If your class decided its own acronym for body paragraphs in the October 18th lesson, just substitute it for the one in this lesson.

PIECE T (THINK PEACE TEA TO HELP REMEMBER THE ACRONYM FOR BODY PARAGRAPHS:)

P (Point) [one or two sentences]

I (Integrated) E (Explanations) with C (Citations) and E (Elaborations) [multiple sentences]

T (Transition and Tie to Thesis) clarifies relationships among Elaborations and Point and Essay Thesis [one or two sentences]

P-This is the topic sentence of the paragraph; it gives the point to be supported by evidence and elaboration. It must be a point that supports the thesis of the essay. It can be one or two sentences.

IECE-This sentence explains or elaborates on the point/topic sentence and includes textual evidence/citations

IECE-These sentences elaborate more on the point/topic sentence and gives more textual evidence/citations.

IECE-This sentence elaborates more on the point/topic sentence and gives more textual evidence/citations.

T-This sentence/these sentences act(s) as a transition to the final idea/sentence which is going to tie the point of the paragraph to the thesis of the essay and may give more textual evidence/citations.