

Facilitation Guide



Make or Miss?

Google Slides - Slides #12-18

Activity Summary:

In this activity, students will work in pairs to observe and analyze a photograph. The photo is of a player shooting a basketball. Students will attempt to predict the possible outcomes of the player shooting a basketball. Each pair will brainstorm at least two possible outcomes for the photograph and provide evidence based on what is displayed in the photograph. Students will share their findings with another pair of students during the introductory activity. Students will then gather their evidence and complete a To-SEEC (statement, evidence, elaboration, and a concluding statement) paragraph to conclude the activity.

Why the Arts:

Students will learn and explore ways to express varying perspectives and how individuals' varying perspectives can change how a story is told. This lesson will reinforce the subjective nature of the arts and how various people can view the same piece of artwork and all have different, yet valid opinions. Students will also practice supporting their observations with evidence.

Assessment:

Formative: Students will work with a partner to brainstorm and discuss the possible outcomes of the situation in the picture. Each student will explain whether or not they believe the shot will be made, missed, or otherwise, and support their argument with evidence from the photograph.

Summative: Students will create a To-SEEC (statement, evidence, elaboration, and conclusion) paragraph (6 to 8 complete sentences) representing the perspective they have chosen.

Lesson Connections:

8th Grade, Module 1, Lesson 28

Standards Alignment:

ELA:

RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

RI.8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

L.7.b.1 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

Connection to Module Goals/EOM Task:

The routines directly align with the final product that students are being asked to create. The students are being asked to complete To-SEEC paragraphs for FQ# 2 and #4. In addition, the final product is a writing portfolio that includes three poems using varying formats, accompanied by a cover letter.

Arts:

VA:Re9.1.8a - Create a convincing and logical argument to support an evaluation of art.

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Wit & Wisdom Instructional Routines:

1) 3-2-1 Routine; 2) Popcorn Pair sharing

Recommended Student Materials:

[Make or Miss Worksheet](#)
[Make or Miss Worksheet \(Sentence Starters\)](#)

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

The teacher will share their responses first to help build a culture where students feel comfortable sharing.

BT2 – Physical Environment:

The teacher should make sure the room is well lit and arranged so that all students can see the board/projector. There should be adequate space for students to gather as pairs.

Other Considerations:

Teacher Background:

The teacher should know about the structure of a To- SEEC paragraph. The teacher should also have a good understanding of how different perspectives are formed and how they influence how stories are told.

Student Prerequisites:

The students should be familiar with the game of basketball and know what happens on both offense and defense. Students should be familiar with Wit and Wisdom writing rubrics, especially those for argumentative writing.

Accessibility Notes:

There is a [scaffolded worksheet](#) included with the module that has sentence starters.

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Steps for Implementation:

1. Introduction

Display the image of the basketball player trying to make a shot over two defenders in front of the class so that all students can see it. If possible, have this image displayed as they are coming in to sit down so that students can see it and begin to analyze what is happening in the photo.

Split students into pairs. Inform students to look at the picture and imagine what could happen next. Ask questions such as: **Will the shot go in? Will it be missed? Will it be blocked? Will the player get fouled (defensive) or foul the defender (offensive)?**

2. Make or Miss

Distribute the “Make or Miss” worksheet to each student.

Link to worksheet:

[Make or Miss Worksheet](#)

[Make or Miss Worksheet \(With Sentence Starters\)](#)

[Make or Miss Worksheet \(Example with Answers\)](#)

The initial conversation will begin using the “**3-2-1 bridge**” technique. In pairs, each student will examine the photo for 1 minute. At the end of one minute, students will have three words, two questions, and one metaphor about the photograph. The teacher should share their example with the class so students know what they are expected to do.

3. Share

The teacher will instruct each pair of students to pair with an additional pair of students who have completed the ‘**3-2-1**’ portion of the assignment. Each group of four will share their responses and discuss the possible outcomes based on the perspective they have chosen.

5. To-SEEC Paragraph Prep

After engaging in a brief discussion, students will return to their seats. Students will be asked to complete the To-SEEC paragraph starter (included in the worksheet).

After completing the To-SEEC paragraph starter, students should check with the teacher to be sure they have completed the activity correctly.

After the teacher ensures that the activity has been completed correctly, the students should take all of their separate sentences and create one cohesive paragraph that includes all elements of the To-SEEC format.

6. Assessment

Teacher will use narrative writing rubric from Wit and Wisdom resources to grade.

Follow Up Questions:

- **Would the story of the image change if it were shot from a different angle?**
- **What story do you think the photographer intends to tell with this picture?**