Speed-Dating: Integrating the Common Core into History and Reading with Conversation, Humor and Role-Playing
A little background…

• Speed-Dating Literature Reviews
• Speed-Dating Field Experiences
• Speed-Dating Favorite Books
• Linda Christensen’s Language Tea Party
Of Course...the Core!

Reading 1: Read closely to determine what the text says explicitly to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Grades 9-10: Informational Text—Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Grades 11-12: Informational Text—Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- Grades 11-12: History/Social Studies—Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
More for the Core

Speaking & Listening 4: Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience

- Grades 9-10: English Language Arts and Social Studies, Science, and Technical Subjects—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- Grades 11-12: English Language Arts and Social Studies, Science, and Technical Subjects—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
In Professional Literature

- Linda Christensen’s “Language Tea Party” (observed/participated 10-23-09)
- Karen Hornberger’s speed-dating the books, themselves
- DevelopingTeachers.com’s speed-dating focuses on social language
- Beth Saxton’s speed-dating blog comes with a score sheet and recommendations for other names for speed-dating the book (but still focuses on book selection)
Ngugi wa Thiong’o: I am a Kenyan writer of Gikuyu descent. I began a very successful writing career writing in English before turning to work almost entirely in my native Gikuyu. I wrote several successful novels in English — *Weep Not, Child, A Grain of Wheat, The River Between, and Petals of Blood*. Then in 1986, I wrote *Decolonising the Mind*, my “farewell to English.” For me, English in Africa is a “cultural bomb” that continues a process of erasing memories of pre-colonial cultures and history. Speaking or writing in English is a new form of colonialism — of taking away our cultural heritage and memories and replacing them with a language and view of the world that fails to honor the literature and culture of our people. By writing in my mother tongue, I am not only honoring Gikuyu traditions and past, I am acknowledging and communicating their present. African writers need to reclaim their mother tongues.
Speed-Dating in History

- The procedure
- The logistics
  - Time (and timing)
  - Space
  - The rotation
  - Assessment
Learning Objectives

• SWBAT *determine* and *restate* most important information in text in order to introduce his/her persona.
• SWBAT *analyze* partner’s message to *identify* connections to his/her own message.
• SWBAT *infer* the hidden identity of partner’s persona.
• SWBAT *describe* process of *recognizing* partner’s persona.
Famous Couples in History

...ready to play?
Here’s how to “date”:

1. Silently read your bio.

2. Notice your NEW NAME!

3. How will you introduce yourself?

4. You can write on these, so take notes—is there more info that you’d like to add? Feel free to Google! 😊

5. Be careful: if the person has died, you shouldn’t convey that.

[EXAMPLE] Bill Gates—NEW NAME: BRIAN What you’ll say: “I am considered a computer geek, a nerd, and a college dropout. Despite all that, though, I am the world’s richest person and a powerful chair of a famous computer company. It’s important to me to do good in the world, so I spend a lot of time and money on non-profit organizations. Two of my most favorite are a foundation that focuses on improving education in the US and a research project that focuses on eradicating polio. (www.forbes.com)
Your Thoughts?

- What did you have to do to make this work?
- What will students do?
- In what other content areas might this work? How?
- What challenges do you see?
- Ask me what happened the first time I tried this! 😊
References and Suggested Resources


How Stuff Works: Famous Historical Couples.


http://www.developingteachers.com/tips/pasttips80.htm (for developing language teachers)

http://riyl.wikispaces.com/Book+Activities (From a Read if You Like blog.)