

Day 3: Scene Two

Objective:

Students will read Scene Two from the play adapted from Wolfe's novella *The Lost Boy*. After the in-class reading students will answer discussion questions and work on in-class activities. A writing assignment to develop a newspaper ad can be done in class or as homework.

Standard Goals:

Comp Goal 1: The learner will apply enabling strategies and skills to read and write.

1.01, 1.02, 1.03, 1.04, 1.05

Comp Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09

Comp Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

3.01, 3.02, 3.03, 3.05, 3.06

Comp Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.

4.01, 4.02, 4.03, 4.05, 4.06, 4.07, 4.08

Comp Goal 5: The learner will apply grammar and language conventions to communicate effectively.

5.01, 5.02, 5.03, 5.05, 5.06, 5.07, 5.08, 5.09

Length: ~ 1 hour. (Longer if writing assignment is done in class)

Materials:

Play of the *Lost Boy Scene 2* (In Play Folders)

Discussion Questions for **Scene 2** (In Play Folders and in Teacher's Guide)

Ads for Boardinghouse from the Asheville Citizen Times (30 Copies in Hand Out folder)

Historic Asheville Citizen Newspaper

Procedures:

1. Hand out script for Scene 2 and assign roles to the students. There are 5 speaking parts in Scene 2.
2. Have the 'actors' read the scene aloud while the rest of the class reads along.
3. After the reading is finished, go through the discussion questions with your class.
4. Following the discussion questions, work on the in-class activity of examining newspaper ads for boardinghouses in Asheville. This will be a fun look at what the function of a boardinghouse and a look into Asheville history. The activity instructions follow.
5. After the activity, have the students develop their own boardinghouse ad for a newspaper. The assignment instructions follow.

Activity:

Hand-out the ads for boardinghouses from the Asheville Citizen-Times located in the Hand Outs Folder. Have the students examine the pages and ask exploratory questions about the ads. With the dry erase marker the students can circle the ad they were most interested in, or rank the top three they like.

How many boardinghouses are advertised?

Is there anything that you find interested about the ads?

Have the students decide which boardinghouse they would like to stay in? Why would they choose that house over the others?

Writing Assignment:

Pretend that you have decided to run a boardinghouse. Now, make an ad for your boardinghouse to go in the newspaper. Have the students be aware of the space limitations. (The longest ad in the historic paper is around 30 words, but most didn't exceed 10 words.) What is the name of your boardinghouse? What could boarders do while they stayed at your boardinghouse? What were the key words in the boardinghouse ads you liked? Could you use the same wordage in your ad?

Adaptations/ Extensions:

Please feel free to adapt the materials and information in the trunk to best fit your class.

Continue to work on the Personal Narrative paper at the pace fit for your students.