

10.1.3

Lesson 10

Introduction

In this lesson, students begin their analysis of an excerpt of H. G. Bissinger’s *Friday Night Lights*. Students read pages 73–76 of the chapter “Dreaming of Heroes” (from “When his father gazed at him from the hospital bed” to “ready for something truly wonderful to happen to him”), in which Bissinger introduces high school football star Mike Winchell and his relationship with his father, Billy. Students analyze how Bissinger constructs Mike’s relationship to his father Billy, as well as the community of Odessa, and how these relationships develop central ideas in the text. Student learning is assessed via a Quick Write at the end of the lesson: How does Bissinger’s description of Mike’s relationship with his father develop a central idea of the text?

For homework, students reread pages 73–76 of the chapter “Dreaming of Heroes” from *Friday Night Lights* and trace the development of central ideas on their Central Ideas Tracking Tool. Additionally, students read pages 77–79, box unfamiliar words, and look up their definitions.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze 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.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
L.9-10.1.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.

Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does Bissinger’s description of Mike’s relationship with his father develop a central idea of the text?

High Performance Response(s)

A High Performance Response should:

- Identify a central idea in the text (e.g., expectations, identity, tradition).
- Analyze how Bissinger develops this central idea through his description of the relationship between Billy and Mike (e.g., Bissinger develops the central idea of expectations by describing Mike’s loving relationship with his father. Billy expresses his expectations for Mike in his dying words, telling Mike that he expects him to continue to develop as an athlete, get a college education, and make responsible, healthy choices. Billy “warn[s] Mike that the pitches were going to get better now and the home runs wouldn’t come as easily as they once had” (p. 73), indicating that even though the game will get harder, he wants Mike to continue playing. He also tells Mike that he expects him to “go to college, there could be no two ways about it” (p. 73) and to make responsible choices about drinking and drugs. Because Mike loves his father, he embraces Billy’s expectations and expects the same of himself. Bissinger describes how, growing up, Mike learns to love baseball “[u]nder the demanding tutelage of his father” and becomes a gifted baseball player who “became the stuff of legend” (p. 75). Mike, in turn, helps “his father lift the boxes from the car and set them in the little booth” at the flea markets on Saturdays (p. 75), demonstrating his willingness to support his sick father. Before he dies, Billy “told his son he loved him” (p. 73). Because Mike has such a positive relationship with his father, he strives to meet the expectations his father sets for him before he dies.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- admonished (v.) – cautioned, advised, or counseled against something
- disciple (n.) – person who is a pupil or an adherent to the doctrines of another; follower
- tutelage (n.) – instruction; teaching; guidance
- brood (v.) – think or worry persistently or moodily about; ponder

<ul style="list-style-type: none"> exalted (adj.) – noble or elevated; lofty ceaseless (adj.) – without stop or pause; unending
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> allegiance (n.) – loyalty or devotion to some person, group, cause or the like
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> Little League (n.) – baseball league for boys and girls from 8 to 12 years old arthritis (n.) – disease that causes the joints of the body to become swollen or painful homers/home runs (n.) – hits that allow batters to go around all the bases and score a run

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.2, RI.9-10.3, L.9-10.1.a Text: “Dreaming of Heroes” from <i>Friday Night Lights</i> by H. G. Bissinger, pages 73–76 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 10% 10% 15% 45% 10% 10%

Materials

- Student copies of 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)
- Students copies of the Central Ideas Tracking Tool (refer to 10.1.2 Lesson 2)—students may need additional blank copies

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.9-10.2 and RI.9-10.3. In this lesson, students consider how H. G. Bissinger's description of the relationship between Mike Winchell and his father, Billy, develops central ideas in this text.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 10.1 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with three new standards: RI.9-10.2, RI.9-10.3, and L.9-10.1.a. Instruct students to individually read the standards on their tools and assess their familiarity with and mastery of each standard.

- ▶ Students read and assess their familiarity with standards RI.9-10.2, RI.9-10.3, and L.9-10.1.a.

Instruct students to talk in pairs about what they think RI.9-10.2 means. Lead a brief discussion about the standard.

💬 Student responses may include:

- Identify a theme or central idea.
- Analyze how an idea develops over the course of a text.
- Analyze how specific details contribute to the development of an idea.
- Retell the main points of a text without including the reader's own ideas.

Instruct students to talk in pairs about what they think RI.9-10.3 means. Lead a brief discussion about the standard.

💬 Student responses may include:

- RI.9-10.3 asks that students analyze how an author develops an analysis or a series of ideas or events.
- RI.9-10.3 asks that students analyze how points are made, introduced, developed, and connected to each other.

① It may be helpful to ask students to consider how the reading informational text standards compare to the reading literature standards that they have been working with up to this point in the unit.

Instruct students to talk in pairs about what they think L.9-10.1.a means. Lead a brief discussion about the standard.

💬 Student responses may include:

- Use parallel structure in their writing and conversations.

Explain to students that parallel structure means: “using the same pattern of to show that two or more ideas are equally important.”

① Students will be provided with specific examples and more direct instruction on parallel structure later in this lesson.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied focus standard RL.9-10.6 or RI.9-10.6 to their Accountable Independent Reading (AIR) texts. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied the focus standard to their AIR texts.

- ▶ Students (or student pairs) discuss and then share how they applied the focus standard to their AIR texts from the previous lesson’s homework.

Instruct students to form pairs and discuss their responses to the second part of the previous lesson’s homework. (Read pages xi–xiv of the Preface to *Friday Night Lights* and complete the Preface Activity Tool. Be prepared to discuss your responses.)

💬 See Model Preface Activity Tool for sample student responses.

Lead a brief whole-class discussion of student responses.

Activity 3: Masterful Reading

15%

Have students listen to a masterful reading of pages 73–76 of “Dreaming of Heroes” (from “When his father gazed at him” to “truly wonderful to happen to him”).

- ① Consider pausing several times during the masterful reading to allow students time to write down initial reactions and questions.
 - ▶ Students follow along, reading silently.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

How do Mike and his family react to Billy’s death?

Activity 4: Reading and Discussion

45%

Instruct students to form small groups. Post or project the questions below for students to discuss. Instruct students to annotate for central ideas as they read and discuss, using the code CI.

Provide students with the following definitions: *admonished* means “cautioned, advised, or counseled against something,” *disciple* means “person who is a pupil or an adherent to the doctrines of another; follower,” *tutelage* means “instruction; teaching; guidance,” *brood* means “think or worry persistently or moodily about; ponder,” *exalted* means “noble or elevated; lofty,” and *ceaseless* means “without stop or pause; unending.”

- ① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.
 - ▶ Students write the definitions of *admonished*, *disciple*, *tutelage*, *brood*, *exalted*, and *ceaseless* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *Little League* means “baseball league for boys and girls from 8 to 12 years old,” *arthritis* means “disease that causes the joints of the body to become swollen or painful” and *homers/home runs* means “hits that allow batters to go around all the bases and score a run.”
 - ▶ Students write the definitions of *Little League*, *arthritis*, and *homers/home runs* on their copies of the text or in a vocabulary journal.

Instruct student groups to read pages 73–76 (from “When his father gazed at him” to “truly wonderful to happen to him”) and answer the following questions before sharing out with the class.

What can you infer about what Mike’s father’s hopes for his son’s future based on what he wants to make sure his son hears?

🗨 Student responses should include:

- Mike’s father wants Mike to succeed in sports. He “wanted Mike to listen” to his advice about baseball (p. 73), suggesting that he wants Mike to continue to work hard at the game.
- Mike’s father wants Mike to get an education. He wants Mike to know “he had to go to college, there could be no two ways about it” (p. 73).
- Mike’s father wants him to lead a healthy and responsible life. He tells him “it was okay to have a little beer every now and then ... but he admonished him to never, ever try drugs” (p. 73), suggesting he wants Mike to remain healthy and safe and to avoid making choices that could harm him.
- Mike’s father wants him to know he is loved. He “wanted Mike to listen” as he “told his son he loved him” (p. 73).

① Remind students of their work with the central idea of “expectations” in 10.1.2 and earlier in 10.1.3. Explain that students will continue to explore the central idea of expectations in “Dreaming of Heroes” as they consider the role of cultural and family expectations on the lives of those in Odessa.

How does Joe Bill’s conversation with Mike after Billy’s death develop Joe Bill’s expectations for Mike?

🗨 Student responses should include:

- Joe Bill tells Mike he will “have to make [Billy] proud of [him]” because he was “the most special thing in his life” (p. 74), emphasizing the expectation that Mike will work hard to achieve the goals his father has for him.
- Joe Bill uses the dream of Permian football to set a new expectation for Mike that will help him cope with his grief after his father’s death. Joe Bill encourages Mike to play football for Odessa, reminding Mike of “a dream” that he “had already carried ... for a long time” (p. 74).
- Joe Bill expects that Mike will stay in Odessa so that he can benefit from the “sense of allegiance and tradition” (p. 74) that Permian football offers.

① Consider identifying *tradition* as an idea related to the central idea of the importance of history the students worked with in 10.1.2. Define tradition as “a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc., for a long time.” Explain that students will continue to explore the central idea of tradition in “Dreaming of Heroes” as they consider the powerful role of the legacy of past football heroes in Odessa.

① **Differentiation Consideration:** If students struggle, consider asking the following scaffolding question:

What phrase in paragraph 4 clarifies the meaning of *allegiance* in this context?

- ☞ The phrase “it was impossible to let it go” (p. 74) suggests that allegiance means adherence to something, or loyalty.

- ① **Differentiation Consideration:** Consider deepening students’ analysis by posing the following question:

What does the repetition of “power” in paragraph 3 on page 74 suggest about Permian football?

- ☞ By using the word “power” twice on page 74, in the phrases “the most *powerful* pull” and “the *power* of Permian football,” Bissinger emphasizes how important football is to Mike and to this community.

How does Bissinger’s use of repetition in his descriptions of Billy’s death and Mike’s commitment to football establish a connection between the two scenes?

- ☞ The phrase “let go” first appears in the description of Billy’s death on page 73: “he let go.” Bissinger uses a similar phrase, “impossible to let it go” (p. 74), to describe Mike’s commitment to playing football for the Permian team someday. This repetition reinforces the connection between Mike’s relationship with his father and Mike’s dreams of football success.

How does Bissinger’s use of parallel structure on page 75 develop the relationship between Mike and Billy?

- ☞ Bissinger uses the phrase “There was” to set up similar descriptions of Mike and Billy. The similarity in word patterns used to describe Mike and Billy emphasizes the closeness between the father and son. Whether they are celebrating Christmas, working at the flea markets, or at Little League baseball, father and son are always together.
- ① Consider drawing students’ attention to the application of L.9-10.1.a through the process of analyzing Bissinger’s use of parallel structure.
- ① **Differentiation Consideration:** If students struggle, consider asking the following scaffolding question:

What do you notice about how Bissinger organizes his descriptions of Mike and Billy on page 75?

- ☞ Many of the descriptions begin with the words “There was” and are followed by similar descriptions. Bissinger says, “There was Mike, smiling, curly-haired, looking into his dad’s face at Christmastime. And there was Billy, thin and wizened and slightly hunched ... There was Mike at the flea markets ... There was Billy following him ... There was Mike playing Little League baseball ... And there was Billy ... watching his gifted disciple from the car” (p. 75).

- ① Consider reminding students that this use of similar word patterns to suggest ideas have equal importance is an example of parallel structure.

How does Billy's illness affect Mike's beliefs about himself and his athletic abilities?

- As his father's health declines, Mike loses confidence in his own abilities. Billy's confidence, pride, and "demanding tutelage" first encouraged Mike to excel at sports (p. 75). Billy's illness corresponds to the loss of an essential support system for Mike. As Billy's health fails, Mike begins to question who he is, wondering, "Why in the hell can I hit these home runs?" (p. 75). He questions why he is different from his teammates, asking, "Why could I do it when other kids couldn't?" (p. 75).
- ① Remind students of their work with the central idea of "identity" in 10.1.2 and earlier in 10.1.3. Explain that students will continue to consider the idea of identity in "Dreaming of Heroes" as they explore the factors that shape the characters' understanding of themselves.

What do details about Mike's economic circumstances suggest about his identity?

- Details like "brother who was sent to prison," "they didn't have much money," and "'not havin' a nice home or a nice car'" (p. 76) suggest that Mike is in difficult economic circumstances. It seems that Mike is ashamed or embarrassed of his situation and views this aspect of his identity negatively, because he never lets his girlfriend DeAnn come over to his house and "almost never talked of his mother" (p. 76).

How does "pressure" influence Mike's football game?

- Mike's athletic ability is directly influenced by the level of pressure he is under: "when the pressure was off ... it was hard to find a better quarterback" but "when the pressure was on ... something seemed to unravel inside him" (p. 76).

What might be the source of the pressure Mike feels?

- Student responses should include:
 - The pressure Mike feels comes from his own desire to live up to his father's expectations. Because Mike and Billy were extremely close, Mike wants to meet his father's expectations. After Billy dies, Mike makes the expectations that Billy set for him his own expectations for himself. Bissinger says, "Mike ... became a gifted student of the game of football, just as he had in baseball with his father" (p. 76), indicating that Mike sees his success in football as a continuation of the work he did with his father to become a great athlete.
 - The pressure Mike feels comes from the community. Joe Bill's recognition that football was "the most powerful pull there was for a thirteen-year-old boy living in Odessa" and "the only one that gave a kid something to dream about" (p. 74) demonstrates how important

football is to this community. Mike knows that when he walks into the stadium, “twenty thousand fans” will “expect[] the world from him” (p. 76).

What expectations does Mike have for his senior year?

- Mike expects the year to be an exciting one. Bissinger writes that Mike “seemed ready, ready for something truly wonderful to happen to him” (p. 76). In the context of the chapter, as Mike is preparing for the upcoming football season, it is clear that Mike expects to be a football star this year.

Activity 5: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

How does Bissinger’s description of Mike’s relationship with his father develop a central idea of the text?

Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

10%

Distribute a copy of the Central Ideas Tracking Tool to each student.

① **Differentiation Consideration:** Consider reminding students of their work with this tool in 10.1.2 and earlier in 10.1.3, when students read chapters of Amy Tan’s *The Joy Luck Club*. If necessary, read the directions on the tool aloud and remind students that the “Notes and Connections” column should be used to record supporting quotes and explanations, questions, and connections to other texts.

Display and distribute the homework assignment. For homework, instruct students to reread pages 73–76 of the chapter “Dreaming of Heroes” from *Friday Night Lights* (from “When his father gazed at him” to “truly wonderful to happen to him”) and use the Central Ideas Tracking Tool to trace the

development of central ideas in the text. Also, instruct students to read pages 77–79 (from “He didn’t dwell much on his father’s death” to “on the field and see his own reflection”). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

Homework

Reread pages 73–76 of the chapter “Dreaming of Heroes” from *Friday Night Lights* (from “When his father gazed at him” to “truly wonderful to happen to him”) and use the Central Ideas Tracking Tool to trace the development of central ideas in the text.

Additionally, read pages 77–79 (from “He didn’t dwell much on his father’s death” to “on the field and see his own reflection”) and box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

Model Preface Activity Tool

Name:		Class:		Date:	
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Directions: Read the Preface on pages xi–xiv of the preface (from “Maybe it was a suddenly acute awareness” to “and so briefly, ignite the darkness”), and answer the questions below.

Excerpt Vocabulary:

self-satisfaction (adj.) – an unbothered enjoyment of one’s own self

atlas (n.) – a bound collection of maps

1. Who is the “I” in this excerpt?

- ☛ The “I” is the author and narrator of this text, H. G. Bissinger.

2. What is Bissinger’s relationship to the residents of Odessa?

- ☛ The Preface reveals that the narrator is actually also the author, H. G. Bissinger. Odessa is a real town in a poor part of “West Texas” (p. xi). Bissinger moves to Odessa specifically to study the football culture, so his relationship to the residents is one of an observer but also, to some extent, a participant, because for a year he, too, is a member of the community.

3. What type of text is *Friday Night Lights*?

- ☛ Friday Night Lights is a nonfiction text.

4. What evidence from the Preface supports your response?

- ☛ Student responses may include:
 - Bissinger reports that he chose a real town, Odessa, in West Texas, as an example of a place where “the idea of high school sports keep[s] a town together” and describes its location on Highway 80 (p. xi).
 - Bissinger tells exactly when he did the research for his book, saying, “I visited Odessa in March of 1988” (p. xii) and that he moved there in “July 1988” (p. xiii).
 - Bissinger describes how he conducted his research. He says, “I met the members of the 1988 Permian Panther football team, and for the next four months I was with them through every practice, every meeting, every game” (p. xiii).
 - Bissinger reports that he “talked with hundreds of people to try to capture the other aspects of the town (p. xiii).
 - Bissinger says that a lot of what he learned “came from these interviews, but some of it naturally came from the personal experience of living there” (p. xiii).