



Teacher Tips

DISCUSSION During the handing-off process, you might need to remind the class that girls can call on boys and boys can call on girls.

PURPOSES Have students revisit the purposes they set for reading the text during Preview and Prepare. Ask them to think about whether they achieved the goals they set while reading this selection.

| K | W | L |
|-----------------------------|---|---|
| I know that this is a play. | Why is Mr. Hughes upset about Langston? | Langston Hughes becomes a writer even though his father does not support him. |

Transparency 34

Differentiating Instruction

English Learner

IF . . . students are confused by how the word *risk* is used in the Focus Questions and throughout this unit, **THEN . . .** explain that the verb to *take* is often used with the noun *risk*; for example: *taking a risk* and *took a risk*. Point out that *risk* also can stand alone as a verb; for example: *I risked it all. Do not risk your health.*

Discussing the Selection



ROUTINE
A

Handing Off

- ◆ It is important for students to see you as a contributing member of the group. Use Routine A, the handing-off process, to emphasize that you are part of the group. Actively participate in the handing-off process by raising your hand to be called on by the speaker when you have a contribution to make. Point out unusual and interesting insights verbalized by students so these insights are recognized and discussed. As the year progresses, students will take more responsibility for the discussion of the selections.
- ◆ Engage students in a discussion to determine whether they have grasped the following ideas:
 - Why Langston Hughes did not want to be an engineer
 - Why he went to Columbia University anyway
 - Why his choice of writing as a career was a risk
- ◆ Have students return to **Transparency** 34. Ask students whether the clues they found while browsing the selection helped them solve their problems and answer their questions. Let the students decide which items deserve further discussion.
- ◆ Have students return to the Focus Questions on the title page of the selection. Select a student to read the questions aloud, and have students answer and discuss the questions. Have them return to the text if it is necessary.

Genre Review

Review the elements of a play found on page 88. Ask students to find examples of these elements in “Langston Hughes: Poet of the People.” **Possible Answers** *Page 90 has parts of a play, including characters, Scene 1, and setting. The story is told through dialogue.*



BIG Idea

Why do people take risks?

After reading the selection, reread the Big Idea question. Discuss with students how the selection helps answer this question.