

Marathon Lesson Plan

Unit:

Tome Society

Unit Objective:

Students will be able to participate in competitions and conferences in order to showcase their knowledge with reading comprehension and technology.

Lesson:

Read and Critique Marathon by Boaz Yakin and Joe Infurnani

Lesson Objective:

Students will read Marathon and analyze the book.

Standards:

- [CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Tools/Equipment Needed:

copies of Marathon, internet access, computers, SmartBoard or other projection device, video creation software, document creation software,

Links to Prior Knowledge/Activities:

Begin the lesson by reminding the students of the Tome Society and its purpose. Remind them that the book they read will then be used in creating a blog entry and video

submission.

Lesson Activities:

Before Reading the Novel:

1. Before beginning the novel, discuss the fact that Marathon is a graphic novel. Have students describe any preconceived ideas they have concerning graphic novels and whether or not they have any experience reading them.

Optional: Find an example of a graphic novel that is an adaptation of a book in which the students are already familiar in order to create a graphic organizer detailing similarities and differences between traditional novels and graphic novels.

2. Students will do guided research to discuss the history behind the battle of Marathon. They will share this information with the class and a list of facts will be generated to describe the battle.

3. Students should then watch the book trailer for Marathon and read the synopsis, both of which are located on The Tome Society Blog. After completing both activities, generate discussion by asking students to name books or movies that seem similar to the novel.

4. Ask the students to predict in small groups or pairs what they think will happen in the novel based on the trailer and synopsis. From there, work as a large group to generate a list of ideas that will be used as a comparison after the students have read the novel.

As you are Reading:

1. As you are reading the novel, review the students' predictions about the novel for any similarities and differences.

2. Throughout the novel, use the guided questions to provide discussion in the classroom. Have students post their thoughts on both the blog and on twitter to generate activity and discussion outside the classroom. The teacher should walk the students through commenting on a blog and the appropriate use of comments, including appropriate language and content. Teachers can model this by displaying the Tome Society blog and then posting their own comment.

After Reading:

1. After completing the novel, students would create a graphic version of a piece read previously in class. This could be done by hand or with software.

2. Students will then create a list of suggested readings if they enjoyed Marathon with explanations for their choices.

Assessment

Students will take a short multiple choice quiz for basic understanding. Their primary assessment will be in their critique and creation of their graphic novel piece as well as the creation of suggested readings.