# Ayers TDOE Whites Creek Briscoe Lesson

FULL TRANSCRIPT (with timecode)

00:00:05:25 - 00:00:44:06

**Teacher:** Okay, guys, welcome to class. Today we're going to be looking at The Pedestrian and we're going to be focusing on themes. So, real quick, put your laptops at a 45. Thanks. Okay, so these are our norms. You will be doing a lot of group work today, so we have to make sure that we are being productive, that we're using our time wisely. So if I give you two minutes, I expect the activity to be done in two minutes, okay? We're going to move right along, okay? Remember our announcements. So, EOC is coming up. We have four weeks. So after Friday, it'll be three weeks to EOC testing, okay? Very important. So we have to make sure we're doing what?

00:00:45:06 - 00:00:46:08

**Class:** Being here.

00:00:46:10 - 00:00:47:16

**Teacher:** Being here. When do we need to be here?

00:00:48:02 - 00:00:48:27

**Class:** Every day.

00:00:48:29 - 00:01:02:08

**Teacher:** Every single day. We need to be here. We got it? Every day; don't miss a day. We have to be here every single day. Okay. Our objectives for the day. Can I get someone to read the first one that can see? Go ahead, Quintin.

00:01:02:10 - 00:01:06:27

**Student 1:** I can identify the theme in The Pedestrian by Ray Bradbury.

00:01:06:29 - 00:01:16:11

**Teacher:** Bradbury. Good, good. So we're going to be looking at theme in this short story by Ray Bradbury. Who's got the second one? Go ahead, Josh.

00:01:17:03 - 00:01:28:01

**Student 2:** I can explain how Mr. Mead's character interactions helped develop the theme in The Pedestrian by Ray Bradbury.

00:01:28:03 - 00:02:16:13

**Teacher:** Okay, so not only are we just reading Ray Bradbury's The Pedestrian, right? We're trying to find the theme. We're identifying the theme, okay? And we're watching this character named Mr. Mead. He's the main character in the story and he kind of develops the theme as he goes through the story. Good? Okay. All right. Central question has been the same since we started quarter four. We are looking at why do we try to imagine the future? Okay? So here we go. This is what we're going to be doing today, for right now. So we're going to be looking at theme first. We're going to do a short mini lesson on theme. Who's heard of theme before? Yeah, that's what I thought. So most of us have heard theme. So this little lesson, this little activity should be like a refresher of theme, okay? So what do I mean by identify? If I'm telling you to identify theme, what do I mean by identify?

00:02:16:15 - 00:02:17:03

**Student:** Find it.

00:02:17:05 - 00:02:41:21

**Teacher:** Find it. Yep. You were going to say find out what it is? Yes. So I'm looking for something. Identify. Okay, so we're identifying theme. Okay? You're going to do two activities. The first one is going to be a nearpod and then I'll explain the second practice. We good? Okay, go ahead and open up your laptops. Go to join.nearpod.com.

00:02:45:17 - 00:03:34:02

**Teacher:** Actually, let's do...let's do it differently. One person in your group go to join.nearpod.com. Everybody don't have to go. Just one person. Yep. And then type in the code when you get there. Now that one person - everybody's going to have to be be able to see the screen of that one person's laptop. Yep. There we go. Join.nearpod.com. The code is S as in Sam, eight, E as in elephant, Y as in uh...yo-yo, R as in Robert. You can just sign in with Clever or sign in with Office 365. Doesn't matter. Don't start the video yet. It should be a video that pops up that says Understanding Theme. Yep. Give me a thumbs up when you're there.

00:03:34:24 - 00:04:48:03

You got it? Y'all be looking off her laptop? Okay. Make sure she's able to see. If you're not using your laptop, put it at a 45, please. Make sure your sound is on - the person's laptop that you're using. As we go...Don't start it yet. Don't start it yet. Okay. As we go through this one minute and, I think 30 second video, it's going to ask you three questions that are pertaining to theme like the who, the what, the why, how of theme. Okay? This should be a refresher. So once you have that, one of our concept vocabulary words is theme. So once we do this and we know a theme is, we'll go back to our one pager and write our own definition of theme. Then we'll move into the practice. Cool? Okay, I'm gonna set a timer for...I'm gonna give you three minutes, Uh...I'm gonna give...I'm gonna give you two and a half. Okay, so in two and a half minutes, watch the video and answer those questions, okay? Actually, let me give you three, three and a half. Ready? All right. Go ahead and start.

00:04:53:18 - 00:04:54:03

**Teacher:** You got it?

00:04:57:10 - 00:05:01:19

**Teacher:** We got it? Can you hear it? You can hear it, okay? Turn yours down a little bit.

00:05:03:15 - 00:05:10:00

[Class watching video in groups]

00:05:15:01 - 00:05:15:21

**Teacher:** it's not working?

00:05:26:05 - 00:05:29:20

That's weird. Try it on your laptop.

00:05:33:00 - 00:05:55:06

**Teacher:** So you're going to join.nearpod.com. Uh...S8EYR. That's weird.

00:05:58:01 - 00:05:59:06

Or Clever, it doesn't matter.

00:06:15:15 - 00:06:17:12

[Class continuing video]

00:06:17:14 - 00:06:18:03

**Teacher:** Turn your sound up.

00:06:29:26 - 00:06:30:20

**Student:** This is not working.

00:06:31:10 - 00:06:43:13

**Teacher:** That's weird. On y'all's laptops. One of you can go join Cheyenne and Kaylin, real quick. And the other one can go to Kendra. Real quick before the timer goes off. And then when...when we're done, we can come back, okay?

00:06:47:16 - 00:06:49:11

[Class continuing video]

00:06:52:25 - 00:06:58:24

**Teacher:** What does he mean? He says "themes are universal. Anyone can relate to them." What does it mean when we say themes are universal?

00:06:58:26 - 00:07:02:16

**Student:** [Unintelligible]

00:07:02:18 - 00:07:09:12

[Class continuing video]

00:07:39:00 - 00:08:17:21

**Teacher:** Good? Give me, like, two snaps when you're done. Okay. Okay. When the video stops, give me two snaps. Okay. Okay. Okay. We're waiting on a few...A few more groups.

00:08:27:04 - 00:08:46:25

**Teacher:** Ooo! Right on. Look at that. Right on time. Okay, so let's go back. Everybody open up your laptops. Let's go back to our one pager real quick. One of our words on the right hand side is going to say theme, okay? What did we just refresh ourselves about theme? Someone raise your hand and tell me, what do we know? Xavier.

00:08:47:00 - 00:08:48:16

**Student 1:** A lesson learned or message.

00:08:48:19 - 00:08:52:01

**Teacher:** Yep. A lesson learned or a message? Jo Jo?

00:08:52:03 - 00:08:53:04

**Student 2:** It should be universal.

00:08:53:06 - 00:08:57:07

**Teacher:** It should be universal. What do I mean by universal, Sam?

00:08:57:28 - 00:08:58:14

**Student 3:** People can relate to it.

00:08:58:16 - 00:09:17:06

People can relate to it, right? So that means it's not specific to one thing. Does that make sense? So if, for instance, Josh comes in late to class and he comes in, right? And Josh doesn't know what he's doing, right? What would be a theme for Josh that's universal? Quentin.

00:09:18:10 - 00:09:18:25

**Student 4:** Come to class on time.

00:09:18:27 - 00:09:24:27

**Teacher:** Come to class on time, right? If I said Josh should always come to class on time, does...is that theme universal?

00:09:25:01 - 00:09:25:18

**Class:** No.

00:09:25:21 - 00:09:53:18

**Teacher:** No. Great. Now we're going to do a very quick activity. You're going to get a little slip of paper. Okay? It's going to have a little short story on it. You are going to decide what the theme of this story is and what happens in the story to make you believe this theme. Okay? You don't have to write it down. That's fine. You can just talk about it.

00:09:53:20 - 00:09:56:12

[Students ask questions]

00:09:56:14 - 00:10:08:13

**Teacher:** Yeah, we'll go back to that in just a second after this activity. Here we go. Okay. Ready? Take about one minute.

00:10:10:05 - 00:10:11:01

**Student:** Read out loud?

00:10:11:03 - 00:10:12:15

**Teacher:** Yeah. Read out loud. Read out loud

00:10:18:04 - 00:10:18:19

**Teacher:** [Students reading short stories]

00:11:21:27 - 00:11:28:13

**Teacher:** No, keep reading. Where did you end? Right here - castle? Okay. Keep going.

00:11:28:21 - 00:11:45:11

**Teacher:** [Students reading short stories]

00:11:46:09 - 00:11:47:29

**Teacher:** What's the theme?

00:11:48:19 - 00:11:49:24

**Student:** To do your work on time.

00:11:50:03 - 00:11:56:20

**Teacher:** To do your work on time? We agree or disagree with Quentin?

00:11:57:06 - 00:11:57:21

**Student 2:** Yeah.

00:11:57:23 - 00:11:59:02

**Teacher:** Yeah, what? You agree or disagree?

00:11:59:04 - 00:11:59:29

**Student 2:** I agree.

00:12:00:01 - 00:12:00:16

**Teacher:** Okay. But?

00:12:00:18 - 00:12:01:24

**Student 2:** It can also be hard work pays off.

00:12:05:00 - 00:12:07:21

**Teacher:** Okay, so let's decide as a group which one y'all want to...

00:12:08:03 - 00:12:09:08

**Student:** I like hard work pays off.

00:12:09:10 - 00:12:27:10

**Teacher:** Okay. Okay. Use that. All right, let's bring it back. Who had the first, the first one? Who had number one? Each one has a number. Okay, let's hear...okay. Number one, Caitlin's group.

00:12:27:27 - 00:12:28:17

**Student:** Question one?

00:12:28:19 - 00:12:36:26

**Teacher:** Question one. Yeah, It's got a one by your thing? By your story? It has a one by y'all's story? Great. What's y'all's theme?

00:12:38:00 - 00:12:43:01

**Student 1:** Don't invite messy people to your house and then messy people should be more cautious.

00:12:43:03 - 00:12:46:23

**Teacher:** What do we mean by messy people? Give us a little background of your, of your story quickly.

00:12:46:25 - 00:12:54:20

**Student 1:** So basically, it's this girl named Messy, Messy, like. She was just like throwing chips...chip bags in the floor and....

00:12:55:00 - 00:12:55:28

**Teacher:** Yeah, okay.

00:12:56:26 - 00:12:57:26

**Student 1:** ...Dropping chips on white bedspreads and stuff.

00:12:57:28 - 00:13:01:23

**Teacher:** Right? So and so your theme of this was what?

00:13:02:00 - 00:13:03:24

**Student 1:** To not invite messy people to your house.

00:13:03:26 - 00:13:09:25

**Teacher:** Okay. Not invite messy people to your house. You said something else at the end, though. What was the next? You said you had two?

00:13:10:21 - 00:13:22:25

**Student 1:** Messy people should be more cautious because it was about an assignment they had to do. And Katie invited her over to do the assignment, but she got fed up with her being messy. And then when Messy, Messy, almost finished the assignment, she spilled her drink on it.

00:13:22:29 - 00:13:37:01

**Teacher:** Okay. All right. So it pays to clean up after yourself. Okay, good. Let's give some snaps. Who had number three? Okay, let's hear from...y'all had number three? Okay. What'd y'all have? Give us a little bit, so like a small synopsis of your story first.

00:13:37:18 - 00:13:42:20

**Student 2:** They, they didn't...Timmy and Sammy, they didn't finish their work on time.

00:13:42:22 - 00:13:43:07

**Teacher:** Okay?

00:13:43:09 - 00:13:53:19

**Student 2:** They basically had to stay up all night to complete their work. So basically, the theme is to get your work, get your work done on time so you won't have to stress about doing your work.

00:13:54:03 - 00:14:13:04

**Teacher:** Great. Great. All right, let's give snaps to Stephanie on hers. Good job. Good job. Okay. What was that? Number three. Okay, Who had number four? Number four. Okay. You all want to eeny meeny miney moe or y'all want to? They can go? All right, Kendra, come on. What was your...what was yours about? Be loud so everybody in the room can hear you.

00:14:13:11 - 00:14:22:14

**Student 3:** It was about Mr. Dog asking Mr. Pig for food. But Mr. Pig said no, so Mr. Dog end up eating him.

00:14:24:13 - 00:14:25:03

**Teacher:** Okay.

00:14:25:27 - 00:14:27:23

**Student 3:** As the theme for our story, we chose sharing is caring.

00:14:27:25 - 00:14:37:08

**Teacher:** Sharing is caring. Good job. Let's snap it up for Kendra's group. Is that one, two? What number was that? Four. Okay, five. Who had five? Okay, Josh, go ahead.

00:14:37:28 - 00:14:54:22

**Student 4:** Our story, it was about how Michael Jordan; he tried out his basketball team in high school. He didn't make it the first time because coach said he was too short. So he grew and like he tried out again, he made it. And the theme of the story was to never give up on your dreams.

00:14:55:12 - 00:15:12:18

**Teacher:** Okay, good. Snap it up for Josh's group. Good. Take 30 seconds. Write down your own definition of theme on your one pager if you have not already. Take 30 silent seconds. 30 silent seconds.

00:15:12:20 - 00:15:47:11

You need to go open up your one pager. We're right here where it says theme. So, based off what we just talked about, what do you think theme is? Tell me. Tell me first, then you can type it. Is the theme the main idea? Help, help Ryan here. Is the theme the main idea? What are you put in? Right, we know that a theme is universal. We know that it's a lesson or moral in the story. Right? So put those in your definition. Okay. Talk about it. Make sure that make sure that they have it. Take about ten seconds.

00:15:56:12 - 00:16:00:12

**Teacher:** Okay. Anybody want to share out real quick? Quickly, quickly. Jojo.

00:16:00:19 - 00:16:03:20

**Student 1:** I said a lesson or a message that can be applied to anyone.

00:16:03:25 - 00:16:07:13

**Teacher:** Good. Snap it up for Jojo. Alonzo, what did you put?

00:16:07:15 - 00:16:09:20

**Student 2:** I said a lesson that other people can relate to.

00:16:09:22 - 00:16:38:03

**Teacher:** Good. That other people can relate to. Good. Snap it up. Snap it up. Okay, now we're getting into our first read of The Pedestrian. Okay, take two minutes. Answer this question on your before reading on your one pager. Are technological advancements always a good thing? Take a second to think about it. Type it on your one pager. Are technological advancements always a good thing?

00:16:53:14 - 00:17:18:24

You know what I mean by technological advancement? Up here. Scroll up. Right here. You know what I mean by this? Okay, so technological advancement. So an advancement in technology, right? So remember when we were talking about Radiolab and things on Monday, that was like an advancement in technology from newspapers to radio, right? So are they always a good thing when technology advances?

00:17:29:22 - 00:17:30:21

**Student:** What is technology advancement?

00:17:31:19 - 00:17:35:27

**Teacher:** A technological advancement? What's a technological advance? All of us are struggling on that?

00:17:36:15 - 00:17:37:00

**Student:** I know what it is.

00:17:37:12 - 00:17:38:08

**Teacher:** Okay. What is it?

00:17:40:00 - 00:17:55:07

**Student 2:** Any advancement basically saying that It's something that can, like, help you improve. Like you got, like parking thing, that's technological advancement, it's like they made a better one to it senses. So you don't have to do it with your hands.

00:17:55:09 - 00:18:03:05

**Teacher:** Exactly. So something making something better using technology. Good. We have about 30 seconds.

00:18:25:08 - 00:18:42:28

**Teacher:** When this timer goes off In ten seconds, I want you to share with your partner what you put, what your answer was. You have about five seconds. Okay. Go ahead and share with your partner for about 30 seconds. Go.

00:18:44:27 - 00:18:47:03

[Students sharing]

00:18:47:05 - 00:18:51:09

**Student 1:** I said no. They are not always a good thing, for example, when nukes were made. Yes, they gave...

00:18:51:24 - 00:18:54:20

**Teacher:** When what was made? Nukes? Oh, okay.

00:18:54:22 - 00:19:01:04

**Student 1:** They were kind of like an insurance for goverments. But it also meant that, I mean, if another war breaks out, it would be the death of many more people.

00:19:02:05 - 00:19:03:21

**Teacher:** Okay, good. That's a good perspective.

00:19:08:17 - 00:19:09:14

What'd you put?

00:19:10:17 - 00:19:16:03

**Student 2:** I said no, because like anything, you could go wrong and cause the advancement of the technology to be harder than what it was.

00:19:16:05 - 00:19:17:05

**Teacher:** Okay. What'd you put?

00:19:17:18 - 00:19:25:18

**Student 3:** Yes, because technological advancements help us humans do things we couldn't do before. Although technology can be confusing at times, it makes up for it.

00:19:25:20 - 00:19:37:23

**Teacher:** Okay, Neither one of you are wrong as long as that's your opinion. So anybody want to share? let's bring it back. Three, two. Anybody want to share? Okay, DeMareyah, go ahead.

00:19:37:25 - 00:19:47:17

**Student 4:** Technological advancements are sometimes a good thing but not always. Because it frees up jobs and they would need less people and more people would be out of a job.

00:19:47:24 - 00:19:52:26

**Teacher:** Oh, okay. Snap it up for Demareyah . Snap it up for...good. Good, good. Ashari?

00:19:53:24 - 00:20:04:07

**Student 5:** I said no because technology can malfunction at any time. Many people can also use technology for the wrong reasons. And people wouldn't have jobs anymore if technology continues to advance.

00:20:04:14 - 00:20:11:14

**Teacher:** Okay, good. Let's wrap it up for Ashari. Anybody say yes? Yes? Okay. Alyana. What did you put?

00:20:12:24 - 00:20:13:12

**Student 6:** I said...

00:20:13:14 - 00:20:14:23

**Teacher:** You got to talk louder than that.

00:20:14:28 - 00:20:26:04

**Student 6:** I said, yes, I do think technological advancements are a good thing because they can help you connect with people. And like if you're in trouble or someone else in trouble, you can call nine-one-one because back in the day, they didn't have that.

00:20:26:06 - 00:21:27:06

**Teacher:** Right, right, right. Okay, good. Let's snap it up. Okay, now we're going into The Pedestrian. So now we're going to learn about Mr. Mead in this story and how he helps develop the theme in the story. Okay, so we're reading and annotating. That is not the right thing. That should say The Pedestrian by Ray Bradbury, not the myth because we're off that, but The Pedestrian by Ray Bradbury. Okay? So I'm going to give you...let's see, you're going to do your guiding questions and your basics as you read out loud with your group. Okay? So I'm going to give you about ummm.... I'm gonna give you eight minutes, eight minutes. When the eight minutes is up, if we need a little extra time, I might could give it to you. But eight minutes. Okay? Does everybody have the pdf pulled up? Yes? Okay. Let's go ahead and look at those guiding questions really quickly. So we know our basics: who's the speaker? What are they speaking about? Why are they speaking about this? What's the first guiding question? Tionese, loud and proud, please.

00:21:27:20 - 00:21:31:22

**Student 1:** Why does Mr. Mead compare what he walks to a graveyard...where he walks to a graveyard?

00:21:32:01 - 00:21:34:18

**Teacher:** Good. Number two, Keyontres.

00:21:35:11 - 00:21:37:28

**Student 2:** What do Mr. Mead's questions to the house imply?

00:21:38:00 - 00:21:40:10

**Teacher:** Good. Number three, Kaylee.

00:21:40:12 - 00:21:40:27

**Student 3:** Why does Mr. Mead try to respond to the police car with "But-"?

00:21:51:15 - 00:21:53:25

**Teacher:** Good. Number four, Rajani.

00:21:54:28 - 00:21:58:02

**Student 4:** Why does the police car state that Mr. Mead lacks a profession?

00:21:58:17 - 00:22:00:08

**Teacher:** Good. Number five, Cheyenne.

00:22:01:05 - 00:22:03:03

**Student 6:** Why is Mr. Mead being taken away?

00:22:03:05 - 00:22:13:20

**Teacher:** Perfect. Eight minutes. We ready? So we know why we're reading? Because we're looking at those guiding questions. Figure out who's going to start reading, and you can start in three, two, one.

00:22:13:22 - 00:24:18:06

[Students Reading]

00:24:40:03 - 00:24:40:24

**Teacher:** You got an answer?

00:24:42:23 - 00:24:43:26

**Student:** The question, like...

00:24:44:13 - 00:24:45:06

**Teacher:** The question?

00:24:45:22 - 00:24:56:06

**Student:** Like, like, I know, we, like, talking but it says, it says why does Mr. Mead compare where he walks to graveyard? Just like...I don't know like...

00:24:56:08 - 00:24:57:21

**Teacher:** Where do you think you found the answer?

00:24:58:24 - 00:25:01:04

**Student:** Like right here on the paragraph two.

00:25:01:13 - 00:25:39:21

**Teacher:** Paragraph two? Okay. "So sometimes he walk for hours and miles and return only at midnight to his house. And on his way he would see the cottages and homes with their dark windows. And it was not unequal to walking through a graveyard where only the fancy or faintest glimmers of firefly light prepared and flickers behind the windows, setting gray phantom scenes to manifest up on their inner room walls where a curtain was still undrawn against the night. Or there were whisperings or murmurs where a window in a tomb-like building was still open." Okay, so you think...do y'all think paragraph two answers that question or do you think you need to keep reading?

00:25:40:10 - 00:25:45:03

**Student:** Um, I think it answers the question. It gives descriptions of what the place looks like.

00:25:45:08 - 00:25:47:13

**Teacher:** Okay. So why would he compare it to a graveyard?

00:25:47:28 - 00:25:52:28

**Student:** Because the place has, like, dark windows and it's like a tomb-like building.

00:25:53:02 - 00:26:01:18

**Teacher:** So what do we mean? Huh? Oh, okay. Okay, Let's, et's, let's build off what Quentin say. Quentin, Quentin's on the right track.

00:26:01:20 - 00:26:02:24

[Students continue reading]

00:26:53:09 - 00:26:54:15

**Teacher:** Where'd you find that, Kendra?

00:26:56:06 - 00:26:59:27

**Student:** It compares the windows and each one lights up.

00:27:01:07 - 00:27:19:23

**Teacher:** So what is the...what does it have to do with the graveyard? So compare the graveyard to dark windows and that type of thing. So when he says, why does he compare it to a graveyard? Why? So what'd you put? Read out, read what you put.

00:27:20:16 - 00:27:23:09

**Student:** Describe how scary and just like it was [unintelligible].

00:27:23:23 - 00:27:33:15

**Teacher:** Okay. So what you have is what they have in the text, right? But this is asking, why does he say these things that's in the text? She's answering the question, why? You're answering question, what? Okay?

00:27:37:23 - 00:27:40:03

Remember, you're annotating as you're reading.

00:27:40:05 - 00:27:42:15

[Students continue reading]

00:28:06:24 - 00:28:14:01

**Teacher:** What's your answer? Number one or number two? Okay. Number two. Okay. Where did you find that answer?

00:28:15:15 - 00:28:16:03

**Student 1:** Uh, in paragraph five.

00:28:16:10 - 00:28:18:21

**Teacher:** Paragraph five. Okay, so what are you all going to put?

00:28:19:00 - 00:28:29:23

**Student 1:** I was thinking his questions imply that he doesn't really talk to anybody in the neighbourhood since he's acting like, hello in there like, he doesn't really know anybody.

00:28:30:00 - 00:28:31:21

**Teacher:** Okay. Huh?

00:28:31:23 - 00:28:32:22

**Student 2:** He's basically a loner.

00:28:32:24 - 00:28:35:06

**Teacher:** Yeah. He's like a loner. He's all alone. Yep. Good.

00:28:35:08 - 00:28:39:11

[Students continue reading]

00:30:18:20 - 00:30:32:20

**Teacher:** And what question are you all answering? Two? Okay. Where did you find that one? What paragraph's that? Five? Okay. What's your answer?

00:30:34:03 - 00:30:43:23

**Student:** We're saying that his questions of the house imply that everyone always is doing the same thing and kind of like, almost robotic like.

00:30:45:06 - 00:30:45:24

**Teacher:** Okay.

00:30:56:13 - 00:31:00:13

Are y'all just on paragraph five or are you still reading? Okay. Okay. Okay. Okay.

00:31:07:06 - 00:31:07:26

Yes.

00:31:08:03 - 00:31:11:29

**Student:** I see like where he's, like, comparing it.

00:31:12:10 - 00:31:15:18

**Teacher:** Comparing what? What's your question? For number one? Okay.

00:31:16:20 - 00:31:19:06

**Student:** I see what he's comparing and stuff. I don't understand why.

00:31:19:16 - 00:31:30:14

**Teacher:** Okay. Go back. Describe a graveyard to me and to Kaylee. Kaylee, graveyard. Describe it. Give me some adjectives.

00:31:30:16 - 00:31:31:04

**Student:** It's dark.

00:31:31:06 - 00:31:32:03

**Teacher:** Dark. What else?

00:31:32:05 - 00:31:32:20

**Student:** Creepy.

00:31:32:22 - 00:31:33:14

**Teacher:** Creepy, huh?

00:31:33:16 - 00:31:34:01

**Student:** Dim.

00:31:34:06 - 00:31:35:08

**Teacher:** Dim. What else?

00:31:35:12 - 00:31:36:15

**Student:** Just sad, depressing.

00:31:36:17 - 00:32:30:01

Sad, depressing. Well, good. Okay, so let's go back to the text. So that's what we know about a graveyard, right? So when he describes a graveyard, right? He's saying...let's go up a little bit. Where he says...right here. Right? "He woulds stand upon the corner of an intersection and peered down long moonlit avenues of sidewalk in four directions deciding which way to go, but it really made no difference. He was alone in this world of AD 2053." Okay. That was one of the adjectives that we said about a graveyard, right? So when you go down, "So in the faintest glimmers of firefly light," right? So what do we mean by faintest?

00:32:30:03 - 00:32:31:09

**Student:** It's like really, really, small.

00:32:31:11 - 00:32:47:03

**Teacher:** Really, really, really small. Right? So in a graveyard, right. We said it was dark, right? So all of these things. So why would he be describing his street as a graveyard? If we know that it's dark, if we know that, if we know that there's not a lot of light, we know it's quiet out there, why would he do that?

00:32:47:15 - 00:32:52:01

**Student:** Because like he's describing...like he said, he was alone so he would stride off.

00:32:52:04 - 00:33:01:06

**Teacher:** Yep, yep, yep. You're on the right track. Talk it out with Kaylee.

00:33:04:05 - 00:33:27:12

**Teacher:** Hey, let's take a pause. Let's bring it back in. Five, four, three, two, one. Great. Where are we? Are we on the questions? Are we done reading? So everyone's done reading. Okay. No? You're answering as you go. Okay, let's do five. Done in five? Let's be done in five. Okay?

00:33:29:12 - 00:33:30:15

**Teacher:** Where are y'all at? What question?

00:33:31:18 - 00:33:32:03

**Student:** Two

00:33:34:00 - 00:33:41:03

**Teacher:** Two.

00:33:44:12 - 00:34:05:21

**Teacher:** You're telling me what he described. You're not telling me why does he describe it as a graveyard. The question is why. You just answered what. So the question is asking, why does Mr. Mead compare where he walks to a graveyard? Because what? Why would he do that? Describe a graveyard to me.

00:34:05:23 - 00:34:06:24

**Student:** Dark. And gray.

00:34:06:26 - 00:34:10:29

**Teacher:** Dark, huh? Gray. What else do we know about a graveyard?

00:34:11:26 - 00:34:12:13

**Student:** Dead.

00:34:13:05 - 00:34:17:27

**Teacher:** Dead. Okay. Like dead people. Dead. There's no one there. Right? So he's...

00:34:18:05 - 00:34:18:20

**Student:** Lonely.

00:34:19:09 - 00:34:35:22

**Teacher:** Lonely? Yes, yes, yes. Let's build on this lonely idea. Let's build on this lonely idea. So why does Mr. Mead compare where he walks to a graveyard? How did...how do we know that? Yep. Yep. Go ahead and talk about it. I already know where you're going. Talk about it with your group.

00:34:35:24 - 00:34:36:09

[Students continue dicussion]

00:34:41:21 - 00:35:13:16

**Teacher:** We got, like, less than four minutes, guys.

00:35:17:23 - 00:35:18:25

**Student:** Don't know that word but it's like...

00:35:19:25 - 00:35:20:15

**Teacher:** What word?

00:35:21:02 - 00:35:30:27

**Student:** No, I'm saying it cause like, I think like the car or whatever is is like I don't, I don't know the word for it. You know, when they, like, give life to like, inanimate objects and stuff.

00:35:32:06 - 00:35:33:03

**Teacher:** Personification.

00:35:33:05 - 00:35:37:18

**Student:** Yeah, that. That's what it's giving. Because look, it's a phonographic voice.

00:35:38:06 - 00:35:42:03

**Teacher:** So the, the car is talking. Yes. The car is.

00:35:42:18 - 00:35:43:13

**Student:** Because of technology.

00:35:43:27 - 00:35:44:27

**Teacher:** Yeah. Yeah.

00:35:45:12 - 00:35:47:23

**Student:** If you realize it's later in the future. Yeah.

00:35:47:25 - 00:35:52:27

**Teacher:** Yeah. So they said it was like 2053 or something like that. Yep. Yep.

00:35:53:01 - 00:35:55:04

**Student:** Okay. So the house probably talked then like.

00:35:58:01 - 00:36:02:06

**Teacher:** Well, let's not assume. Let's not assume, right? What question are we on? What are we trying to figure out?

00:36:03:04 - 00:36:07:25

**Student:** What does Mr. Mead question to the house? And I need to go back to that part.

00:36:07:27 - 00:36:09:24

**Teacher:** Yep. What paragraph are we going to go back to?

00:36:14:01 - 00:36:16:21

**Teacher:** Where is he talking to the houses? Paragraph five.

00:36:16:25 - 00:36:22:17

**Student:** He said, "'Hello in there,' he whispered to every house on every side as he moved. 'What's up tonight...'"

00:36:25:10 - 00:36:51:24

**Teacher:** Okay? And your question is, what do Mr. Mead's questions to the house imply? What is it? What does it show? Huh? Okay, what else? What does it say about the people inside the house? How does he describe the people inside the house? Go up to paragraph four. What does he say at the end?

00:36:53:01 - 00:36:53:16

**Student:** Skeleton pattern.

00:36:53:18 - 00:36:59:09

**Teacher:** Yeah. Skeletal pattern in the infrequent lamplights, right? Okay.

00:36:59:11 - 00:37:00:13

**Student 1:** I thought he was talking about leaf.

00:37:00:15 - 00:37:01:29

**Student 2:** Besides they dead.

00:37:02:07 - 00:37:11:12

**Teacher:** Okay, okay. Okay. Yes.

00:37:11:14 - 00:37:13:08

**Student 3:** Okay. It implies...

00:37:14:15 - 00:37:34:17

You're on the right. You're on the right track. You are focusing on, like, some irrelevant information up here. Yeah. So when you go down, when you actually look at the question, the actual question is asking you what does Mr. Mead's? What do Mr. Mead's questions to the house imply? So what are they, what are they, like, saying basically.

00:37:35:08 - 00:37:35:23

**Student 1:** That the houses is empty.

00:37:36:02 - 00:37:37:27

**Teacher:** That well, not necessarily empty.

00:37:38:01 - 00:37:42:17

**Student 2:** Like the people in there. Like they're, like, dead, kind of like. They're not dead, but they're like...

00:37:42:19 - 00:37:43:10

**Student 1:** Or the house is dead?

00:37:43:19 - 00:37:51:21

**Teacher:** No, no, no. Listen, you said what? What are they doing in the house when he walks by? What are they doing? Do we know? Did y'all finish reading it?

00:37:51:23 - 00:37:52:08

**Student:** Yeah.

00:37:52:11 - 00:37:54:28

**Teacher:** Okay. So what are they doing when he walks by the house? What does he see?

00:37:56:20 - 00:37:57:18

**Student 1:** I don't remember.

00:37:58:17 - 00:38:01:16

**Student 2:** When he sees it's skeleton pattern?

00:38:02:07 - 00:38:14:24

**Teacher:** Look, it says, "'What is it now?' he asks the houses, noting his wristwatch. 8:30 p.m.. 'Time for a dozen sordid murderers. A quiz, a review, a comedian falling off the stage.'" He's describing what?

00:38:16:04 - 00:38:16:28

**Student 2:** The community?

00:38:17:00 - 00:38:27:17

**Teacher:** No. What is he describing? He said, "What is it now? 8:30 p.m. Time for a dozen sordid murderers. A quiz. A comedian falling off the stage." What are they doing in the house?

00:38:27:19 - 00:38:28:04

**Student:** Watching TV.

00:38:28:06 - 00:38:38:16

Yeah. So they're in, they're in the house watching TV, right? Okay. And so he describes these people in the house watching TV's as skeletons. Okay? So to Ashari's point, it's almost like they're dead in there, right?

00:38:39:04 - 00:38:39:29

**Student:** They just staring at.

00:38:40:11 - 00:38:54:11

**Teacher:** Okay, So when we're looking, go back up here. So when you're looking at your question, what does it imply when he's asking these questions to the house? Is the house going to talk back to him? No. So who is he really talking to?

00:38:55:17 - 00:38:56:02

**Student:** The people inside the house.

00:38:56:04 - 00:39:02:14

**Teacher:** Is he really talking to the people inside the house? If I'm outside on the street and I'm talking to a house, the people inside the house gonna hear me? No? why?

00:39:02:23 - 00:39:03:23

**Student:** Because they can't hear it because they inside.

00:39:03:25 - 00:39:05:16

**Teacher:** Okay, okay, okay.

00:39:05:18 - 00:39:10:00

**Student:** He was, like, talking to himself, like, acting as if he was talking to them.

00:39:10:02 - 00:39:33:16

**Teacher:** Okay, so what does this show? What does this tell us? He's outside. He's walking. He's outside by himself, walking. Right? And he's talking to the house. He's like, oh, what's on TV? Basically saying like, what's on TV today? Like a comedy or you're watching news? Like, what are you, what are you all watching? But he's walking down the street and he goes by every single house and he sees the same thing. Talk about it. Y'all, y'all are on the right track. Just talk about it for a second.

00:39:35:25 - 00:40:15:20

**Teacher:** Hey, where are we here? Finished? If we're on, If we're past question three, raise your hand. Great. If we're past question four, raise your hand. Okay, so we're on question three. Sounds like y'all are done. Everybody else is on question three, or about to move on to question four. Okay. Let's tag two silent minutes. Let's finish those questions by yourself. Then we'll come back together. Okay? Those last two by yourself or last three? This is the last one, so I need it to be done, okay?

00:40:29:04 - 00:40:34:11

Are you going to be able to explain this to me? You sure? Okay.

00:40:37:13 - 00:40:47:10

Let me see what y'all got for number two. Because I see people.... "His question to the house implies that he doesn't really talk to anybody in the neighborhood and he's alone." Okay, good.

00:41:08:03 - 00:41:30:25

Okay, so number four - your answer, y'all's answer for number four? You can expand just a little bit and talk about like the setting, maybe? And like the year that we're in. And then we'll go back to our before reading question where we're talking about like technological advancements, things like that. So just add to number four, but everything else looks good. Okay. But do it by yourself. 50 seconds, independently. You got it.

00:42:22:09 - 00:42:30:28

Okay. Take like ten seconds. Let's wrap it up.

00:42:37:13 - 00:42:49:27

Okay. Put your eyes on me in three, two, one. Let's go through these basics real quick. Who's the speaker in this story? The what?

00:42:50:07 - 00:42:50:22

**Student:** The narrator.

00:42:50:24 - 00:43:14:13

The narrator. Good. What are they speaking about? What is the narrator talking about? What is the narrator talking about? We're...just raise your hand. What is the narrator talking about? What are we, what are we talking about? Tionese, loud and proud.

00:43:14:21 - 00:43:17:15

**Student 1:** The narrator's talking about Mr. Mead and his personal life.

00:43:17:29 - 00:43:21:17

**Teacher:** Okay, good. Like somebody like to add? Demarea, like to add?

00:43:22:04 - 00:43:24:19

**Student 2:** They are speaking about the man's thoughts on technology.

00:43:27:00 - 00:43:30:10

**Teacher:** Okay. Let's go back to what Tionese said. What did you say?

00:43:31:11 - 00:43:31:26

**Student 1:** The narrator is talking about Mr. Mead and his personal life.

00:43:34:05 - 00:43:43:24

**Teacher:** Okay. Yes. Now let's add the technology piece that Demaria was saying. So the narrator is speaking about Mr. Mead and his personal life...

00:43:44:19 - 00:43:47:00

**Student 1:** How technology is impacting his personal life.

00:43:50:15 - 00:44:04:12

**Teacher:** Yep. Did y'all hear what Tionese said? How technology is impacting his personal life. Right? Okay. Good. Why? Why is the narrator talking about this? Caylin?

00:44:05:03 - 00:44:09:15

**Student 3:** They're speaking about this to show what can happen if technology takes over.

00:44:09:19 - 00:44:15:10

**Teacher:** Okay. Good. Good. Why else? Why else would the narrator be talking about this?

00:44:22:24 - 00:44:24:22

**Student 4:** To show that they have changed, basically.

00:44:25:04 - 00:44:30:28

**Teacher:** Yeah. How it affects different people. Good. How it changes people. Good. All of these are correct. Ashari?

00:44:31:26 - 00:44:34:04

**Student 5:** To show what they imagine is going to happen in the future.

00:44:34:07 - 00:44:43:07

**Teacher:** Okay. Good; to show or kind of informed people, what they think is going to happen in the future. Good. So we good on the basics? Okay, Take about ten seconds. Finish typing those things out.

00:45:03:12 - 00:45:10:09

**Student:** Okay, we're going to quickly popcorn with these guided questions. Okay?

00:45:19:22 - 00:45:37:05

**Teacher:** Does anybody want number one? Quentin, you got number one. Number two? Ashari. Number three? Xavier. Number four? Ooo, Sam. Number five? Stephanie. Number one. Let's go. Quentin.

00:45:39:02 - 00:45:40:18

**Student 1:** Basically a graveyard is alone, dark and quiet.

00:45:40:23 - 00:45:45:21

**Teacher:** Okay, good. Yes. Did everybody hear what Quentin said?

00:45:45:29 - 00:45:46:14

**Class:** Yes.

00:45:46:16 - 00:45:51:03

**Teacher:** Okay, good. Give some snaps to Quentin. And number two and number two..?

00:45:52:00 - 00:45:52:15

**Student 2:** Me.

00:45:52:17 - 00:45:53:03

**Teacher:** Okay.

00:45:53:10 - 00:45:58:11

**Student 2:** Okay. I said Mr. Mead's questions to the house implies that he thinks the houses are more alive than the people inside them.

00:45:58:13 - 00:46:03:27

**Teacher:** Oh. Let's give some snaps to Ashari. Ashari...so say, say what you said again.

00:46:04:07 - 00:46:09:08

**Student 2:** I said Mr. Mead's questions to the house imply he thinks, he thinks the houses are more alive than the people inside them.

00:46:09:20 - 00:46:15:02

**Teacher:** Okay. Explain to your peers how you got to that answer. Where did you find your evidence for this answer?

00:46:18:19 - 00:46:22:29

**Student 2:** In paragraph four.

00:46:23:01 - 00:46:30:25

**Teacher:** Let's scroll to paragraph four. Paragraph four. Okay. What in paragraph four?

00:46:32:07 - 00:47:09:18

**Student 2:** Well, the text says, "examining its skeleton pattern in the infrequent lamplight as he went on, smelling its rusty smell." And then falls. In seven? No, paragraph seven: "And he said, 'What is it now?' He asked the houses. Noticing his, his wristwatch. 8:30 p.m.. Time for a dozen assorted murders. A quiz, a review, a comedian falling off the stage." Like, Instead of talking, trying to talk to the people inside, he's talking to the houses because he feels like they're more alive than the people that's inside watching TV.

00:47:09:24 - 00:47:16:08

**Teacher:** Good. Do we have any questions for Ashari? No. Okay. Who had number three? Three? All right.

00:47:17:23 - 00:47:24:27

**Student 3:** Mr. Mead's. Mr. Mead tries to respond to the police car with "but" because he wants to argue with the car but he knew it was pointless to do that.

00:47:25:03 - 00:47:30:21

**Teacher:** Okay. Okay. Let's add to his answer. So he knew that it was pointless to do that because why?

00:47:30:23 - 00:47:31:08

**Student 1:** He had never been stopped.

00:47:32:09 - 00:47:48:15

**Teacher:** He had never been stopped? Um, Alonzo. Alonzo. Number three. Add a little bit to Xavier's answer. So we knew it was pointless. What did you put? I can't hear you.

00:47:49:20 - 00:47:59:23

**Student 2:** Uh, I said he tries to respond to the police car with a but because he was stunned and most likely scared to see anyone else since he didn't know anyone else in town.

00:48:00:01 - 00:48:02:28

**Teacher:** Okay. Okay. So what did you say, Xavier?

00:48:04:07 - 00:48:07:13

**Student 3:** Because he wanted to argue with the car, but he knew it was pointless to do that.

00:48:07:22 - 00:48:12:16

**Teacher:** Okay, So he knew it was pointless. Because Alonzo...

00:48:16:17 - 00:48:19:13

**Student 1:** He said that he didn't know, he didn't know anybody in town.

00:48:19:17 - 00:48:23:00

**Teacher:** Okay? He didn't know anybody in the town. Josh?

00:48:23:24 - 00:48:28:29

**Student 4:** He know it's pointless to argue because he was like, really at his designation.

00:48:29:05 - 00:48:29:21

**Teacher:** He what?

00:48:29:23 - 00:48:31:14

**Student 4:** He was almost at home.

00:48:31:16 - 00:48:36:12

**Teacher:** He was almost at his house. Tionese? We're not, we're not there yet. Tionese?

00:48:36:21 - 00:48:39:29

**Student 5:** He knew it was pointless because it was just a car. It wasn't an actual person.

00:48:41:00 - 00:49:19:19

**Teacher:** Uh, kind of. Where are we finding this evidence? Where is it? Where is it? Tell me what paragraph we're in. 17? So he says, "'Put your hands up.' And he says, 'But.' 'Put your hands up or we'll shoot.' The police, of course. But what a rare, incredible thing. In a city of 3 million, there was only one police car left. Wasn't that correct?" Okay. So, back to your question: Why does he try to respond to the police car with "but"? What is he trying to do? If I'm talking to you, right? And I'm like, hey, put your cell phone up. And you're like, but. I'm like, put your cell phone up.

00:49:19:21 - 00:49:21:01

**Student:** He's trying to get out of the situation because he knows it looks wrong.

00:49:21:03 - 00:49:21:27

**Teacher:** No.

00:49:21:29 - 00:49:25:12

**Student:** He knows, he knows he can't.

00:49:26:04 - 00:49:52:22

**Teacher:** So if I'm saying, Hey, put up your cell phone, right? And you're like, but and I'm like, nope, put your cell phone up. If you're saying, "but," you're trying to do what to me? You're trying to do what? You're trying to explain, right? What you're doing. But it's pointless because what? Go back to paragraph - what did we say? 17. Why is it pointless for him to try to even explain himself? Okay, so what does this say? What does this what does this tell us? There's only one police car left in a city of 3 million people.

00:49:52:24 - 00:49:54:13

**Student:** The police weren't needed.

00:49:54:15 - 00:49:55:25

**Teacher:** Police weren't needed.

00:49:56:23 - 00:49:59:00

It's 2053.

00:49:59:29 - 00:50:00:19

**Student:** No one's there to defend him.

00:50:02:06 - 00:50:28:18

**Teacher:** No one's there... We're not there. We're close. We're close. So in a city of 3 million people, right? He, there's only one police car, and it's obviously robotic, right? There's no one in the police car. The police - the car is doing the talking, right? But he's like, but hold on, hold on. Hold your thought. So he's like, but, right? But, but? So we're saying like he's trying to explain himself. But Xavier pointed out that it was pointless to try to explain himself.

00:50:28:21 - 00:50:29:15

**Teacher:** Yes.

00:50:29:26 - 00:50:30:27

**Student:** No need for police.

00:50:30:29 - 00:50:43:02

**Teacher:** Because there's no need for police. Because he's what? No, he what? Um. No.

00:50:43:22 - 00:50:53:26

**Student:** So, like humans. We have, like, we, we let people reason in. Like, since it's like a robot, like it's probably not going to reason with him or let him explain it

00:50:53:28 - 00:50:55:02

**Student 2:** Like he's...Trying to modify the thing.

00:50:55:28 - 00:50:56:13

**Student 1:** Yeah.

00:50:57:01 - 00:51:00:11

**Teacher:** Why is he out in the street walking, y'all? Why is he, why is he even walking?

00:51:00:13 - 00:51:02:09

**Student:** He said it was peaceful.

00:51:02:11 - 00:51:32:27

**Teacher:** He what? He said he wanted some air. Good. What is he doing as he's walking? He's talking to these houses, right? And so like Ashari pointed out, these people in these houses are like dead almost, right? So they're like, sitting there watching TV. That's it. So he's talking to them as he's walking by, right? The police car shows up. He's basically like, hey, what are you doing? He's like, I'm walking. He's like, walking? What do you, what do you mean you're walking, right? And he's like, put your hands up. You know, I'll shoot. He's like, But... So he's trying to explain himself. And then, yep, you got something to add?

00:51:34:14 - 00:51:36:15

**Student:** Like, nobody to help him, like come and help him or whatever.

00:51:37:00 - 00:51:41:09

**Student:** Kind of. Think about the technology advancement here.

00:51:41:11 - 00:51:49:19

**Class:** [Unintelligible response]

00:51:49:21 - 00:52:26:04

**Teacher:** Okay. So there's no one there to help them. Let's build off that. And he might shoot him if he doesn't say quiet, right? So technology is putting what maybe in Mr. Mead? Fear. Why would this technology put fear in him? What does he note in paragraph 17? What does the narrator note in paragraph 17? What does he note? What does he let the reader know? In paragraph 17, there's one police car left outta how many people? 3 million people. Right? So think about that. Think about Whites Creek, right? Or think about Nashville. If there was only one robotic police car, people would be what.

00:52:26:12 - 00:52:26:29

**Student:** Doing crime everywhere.

00:52:27:04 - 00:52:40:20

**Teacher:** Be doing crime everywhere. And I...Me personally, I'd be scared to go out the house. Right? Because only one police car, right? So this technology advancement is kind of doing what for Mr. Mead, why he kind of stops, stops him in his track is giving him what?

00:52:40:29 - 00:52:41:14

**Student:** Fear.

00:52:41:16 - 00:53:05:14

**Teacher:** Fear, right? It's kind of implanting this fear. Okay. So edit your answer; kind of add that part to your answer. Then we'll go to four and five. Good. Who had number four? Who had four? Okay. Who had five? Okay.

00:53:31:24 - 00:53:51:10

Give me a thumbs up when we're ready for four. Thumbs up when we're ready for four. Good. Number four: Why does the police car state that Mr. Mead lacks a profession? So Mr. Mead and this police car? They're, they're, they're going back and forth at this point. So why does the police car state that Mr. Mead lacks a profession? Back to four. Yes, Sam.

00:53:51:22 - 00:53:53:13

**Student 1:** Magazines and books weren't selling.

00:53:53:24 - 00:54:07:27

**Teacher:** Why? Why? Add to your answer. Why? He said that magazines, postcards or magazines and newspapers and things weren't selling anymore.

00:54:08:24 - 00:54:09:19

**Teacher:** Because of what?

00:54:09:21 - 00:54:10:06

**Student:** Technological advancements.

00:54:10:08 - 00:54:27:16

**Teacher:** Because of technological advancements. That brings us right back to our before reading question right? So because we're in this space and in this world at this point in ad 20...what was it, like 53? What? No, the year that's happening right here. So year that's happening.

00:54:28:23 - 00:55:02:26

The year that's happening in The Pedestrian. It's like, what is it? I mean, it's not 19 anything. 2053. Yes. 20- 2053. Yes. So because of this year, obviously, we know that this is a lot of technological advancements in this year. Right. So when he says he lacks a profession, he says he's a writer. Right? He knows that there's no magazines and newspapers and articles being written anymore. So you really don't have a profession. That's what the police says. Okay? But that tells us a lot about Mr. Mead, which what we'll get to in just a second. Number five, why is Mr. Mead being taken away.

00:55:03:27 - 00:55:09:20

**Student:** Mr. Mead is being taken away because of aggressive tendencies in the way he's like carrying himself. Like they thought he was like, drunk.

00:55:10:10 - 00:55:43:14

**Teacher:** Okay, so why...was he being...while we're reading this, right? Was he being aggressive? No. Why would the police car think that he was being aggressive, though? Okay. He was talking back. What else was he doing? He was acting different than everybody else, right? Everybody else is in their house watching TV, stunned in front of the TV, right? He's out walking, looking at nature, doing, you know what we would think, right, normal people would do. In this year, though, obviously, he's the outcast, right? He's the one doing something different than everybody else is doing. Are we good?

00:55:43:16 - 00:55:44:01

**Class:** Yes.

00:55:44:03 - 00:56:25:08

**Teacher:** Yes, good. We did good. We did good. This was, this was a little challenging, but we did good. So this is our close read. So we have our annotate, we have our question and we have our conclude. Let's, let's break this down. Okay, So let's do our annotate first, then we'll come back, we'll do our question and we'll come back and we'll do our conclude. We good? So your annotate says reread paragraphs 18 through 27, our favorite. This is the interaction with the police car. Okay? Mark the word or words that describe the police car's reaction to Mr. Mead's profession. We've been talking about that for the past, like ten minutes. So go ahead and do that now with your partners. So we're looking at paragraphs 18 through 27.

00:56:28:22 - 00:56:29:07

**Student:** So we do that with our partners?

00:56:30:01 - 00:56:34:05

**Teacher:** Yeah. Yeah. Do with your partner; do with your partner. That's fine. Yep.

00:56:34:11 - 00:56:45:10

**Student 1:** Can you say that he was confused? because, like, he's kind of confused that he said writer.

00:56:45:29 - 00:56:52:14

**Student 2:** And I wouldn't say confused. I would just say that he didn't accept his job as like, being an actual job because, like, how prominent technology was.

00:56:52:19 - 00:56:56:07

**Teacher:** Where we at? Are y'all on close read? Or y'all still on the questions?

00:56:56:09 - 00:56:56:24

**Student 2:** Close read.

00:56:56:26 - 00:57:13:07

**Teacher:** Close read. Okay, so what, what words did we mark? That's what, that's what we should be doing. So go back to the text. Yeah, go back to the text. Look at paragraphs 18 to 27. Mark the word or words that describe the police car's reaction to Mr. Mead's perfection. His...I mean profession, his reaction to it.

00:57:13:09 - 00:57:17:00

[Class discussion]

00:57:33:10 - 00:57:41:15

**Teacher:** Take about ten seconds. Ten seconds. What we get over here?

00:57:46:05 - 00:57:46:28

**Student:** What are you doing out?

00:57:47:06 - 00:57:51:24

**Teacher:** Okay, so that's what he says; that question is asking you his reaction. Describe his reaction.

00:57:51:27 - 00:57:52:12

**Student:** The car's reaction?

00:57:52:21 - 00:58:16:29

Yeah, yeah, the car's reaction. So this is what he says. What's his reaction? So it says "the phonograph voice hissing." That's a reaction, right? So if I like smack my lips at somebody. That's a reaction based off what I said, right? I could say I love you. Or I could say I love you! Right? My reaction is totally different. So we're looking at the reaction, not what the police car said, but the reaction. Okay?

00:58:17:17 - 00:58:29:22

All right. Let's bring it back. Let's bring it back. Three, three, two, one. Tionese, what'd you get for annotate? What did y'all annotate?

00:58:30:10 - 00:58:35:12

**Student 1:** Well, we annotated in paragraph 24 "as if talking to itself."

00:58:35:18 - 00:58:46:15

**Teacher:** Okay. "As if talking to itself." Who else got that? Raise your hand high so I can see. Okay. Good. Who got something different? So that's paragraph 24. Jojo, what did you get?

00:58:46:23 - 00:58:51:01

**Student 2:** In paragraph 26, it said the phonograph was hissing.

00:58:51:03 - 00:59:22:05

Good. Who else got that one? Good. Does anybody else get something not in paragraph 24 or 26? Very good. All right. Question: What does the police car's reaction indicate to Mr. Mead and the reader? So we're looking, right and we see that he hissed at him, right? And he kind of answered him, right, with, with well...I'm not going to tell you. But see, look, in paragraphs 26 and 24, the same thing that we annotated. What does this tell us as the reader and what does this let Mr. Mead know? Talk about it with your group.

00:59:22:07 - 00:59:30:22

[Class discussion]

00:59:31:03 - 00:59:57:04

**Teacher:** Now, we're not just going to go with Kaylin's answer because she said it, right. Let's go back. Let's look at it. So paragraph 24, right? As if he's talking to himself. Then he hiss at him, right? So does this police car even know who Mr. Mead is? No. So we can't really say that the police car, the police car doesn't like him, right? What can we say, though?

00:59:57:06 - 00:59:58:24

**Student 1:** He thinks he's odd.

00:59:58:26 - 01:00:25:19

**Teacher:** Okay. It may think he's a little odd. What else? So he's...mind you, this police car, right? He's he's driving around and he sees this random person. It's the only person outside. Right? He's asking him what he's doing. He's like walking. Walking? It's like, what do you mean? What do you mean you're walking, right? Then you ask him what his profession is. He said, writing. He's like, no profession. Right? So what? What are we doing at this point? What, how do you think Mr. Mead is making the police car feel?

01:00:26:10 - 01:00:27:01

**Student 2:** Confused?

01:00:27:05 - 01:00:28:20

**Teacher:** Not really confused.

01:00:28:22 - 01:00:30:07

**Student 3:** The police car is like belittling him.

01:00:31:18 - 01:01:07:22

**Teacher:** So he says, as if talking to itself. So if I say, "Cheyenne, where's your laptop?" And you're like, "at home." I'm like, "Of course it's at home." Right? I'm not necessarily talking to you, but I'm like, of course it's at home, right? So how do I now feel about you not having a laptop? Annoyed, right? Now I'm like, okay, now you don't have a laptop. Now we're doing you know what I'm saying? Now we can't do what we need to do, right? And then he even goes down, right, and he hisses at him. What does he mean by hiss at him? If someone's hissing at you, describe their, their, like, reaction. Like describe their mood.

01:01:08:19 - 01:01:09:16

**Student 2:** Not aggressive.

01:01:10:10 - 01:01:15:27

**Teacher:** Not aggressive, but what? Cheyenne. If someone's hissing at you.

01:01:16:23 - 01:01:18:11

**Student 3:** I have a hard, a bad tone.

01:01:18:13 - 01:01:32:27

**Teacher:** Yeah. So they have a really, really bad tone, right? They're like, getting onto you. They're like, doing that type of thing, right? So if you're looking at your question, what does the police car's reaction indicate to Mr. Mead and the reader. 'That he's what, the police car is..?

01:01:32:29 - 01:01:33:14

**Student 2:** Annoyed.

01:01:33:16 - 01:01:36:02

**Teacher:** Annoyed? What else?

01:01:39:04 - 01:01:39:19

**Student 2:** Confused.

01:01:40:06 - 01:01:48:17

**Teacher:** Maybe not confused. Well, talk about the hissing part. Okay. Talk about it together.

01:01:53:05 - 01:02:01:29

**Teacher:** Okay. What do we get for our question: what does the police car's reaction indicate to Mr. Mead and the reader? What do we get? Quiantry?

01:02:05:10 - 01:02:11:12

**Student:** Police car's getting aggravated when he asked him, What is your profession?

01:02:13:19 - 01:02:14:04

**Teacher:** Yep.

01:02:14:06 - 01:02:42:04

So good. So like Quiantry just said, right? The police car is kind of getting aggravated, right? Because he keeps asking questions and his responses are not what obviously what the police car want to hear. Right? The police is like no profession. Okay. Right? Why are you walking? He's like, walking. Like, what are you, what are you doing? Right? So he's, he's very confused or not necessarily confused. I wouldn't. Say confused, but he's very, like frustrated or annoyed with what's happening at this point. Got it? Okay.

01:02:42:11 - 01:03:35:04

How does Mr. Mead's interaction with the police car in paragraphs 18 and 27 develop the complexity of the story's theme? So let's break it down. So we know that the police car is asking all these questions and he's reacting in a way that makes it seem like he is very annoyed. Right? He's very annoyed. He's not, he's not really feeling Mr. Mead at all. Okay? We know that this police car is one for 30, 3, 30, what was it? 3 million people and there's no person in it. And so this police car is getting snappy with him. Right? He's telling him that he needs to do all these different things, right? So take about two minutes and talk about how this interaction with the police car helps develop this theme in the text. Okay? What might be learned here, what the moral might be? Take two minutes.

01:03:37:26 - 01:03:41:27

Complexity - if something is complex, what does that mean?

01:03:42:02 - 01:03:42:17

**Student 1:** Difficult.

01:03:42:19 - 01:04:14:05

**Teacher:** Difficult. It has a lot of different parts to it, right? So the story has a lot of parts, so don't get hung up on the word "complexity." How does the interaction with the police car develop a lesson or a moral or something to be learned in the story? Maybe the police car needs to learn something or Mr. Mead? Okay? Huh?

01:04:15:21 - 01:04:17:06

**Student 2:** I don't get what the theme is.

01:04:18:00 - 01:04:24:13

**Teacher:** You don't get what the theme is. Okay, so we don't necessarily need to know the theme, right? We just need to know that the theme is - what is a theme?

01:04:24:23 - 01:04:25:08

**Student 2:** It's like a lesson or a moral.

01:04:25:27 - 01:04:43:12

**Teacher:** Okay. So how does Mr. Mead's reaction to the police car in paragraphs 18 to 27 develop like a lesson or a moral or something that needs to be learned here? How does that develop that? So just take all this part out and just use it as a lesson or moral right there. Yeah. Good.

01:04:50:15 - 01:04:52:04

[Class discussion]

01:04:52:26 - 01:05:08:20

**Teacher:** Okay. Look at us. We're doing it. We're doing it.

01:05:09:23 - 01:05:10:25

What did you say, Kenneth?

01:05:11:09 - 01:05:13:23

**Student 1:** I said something about something about society.

01:05:14:22 - 01:05:16:18

**Teacher:** Something about society. Okay.

01:05:16:22 - 01:05:20:00

**Student 2:** You said something about like the car doesn't make him feel like he fits into society.

01:05:20:11 - 01:05:22:04

**Teacher:** Okay. What's wrong with that answer?

01:05:22:20 - 01:05:24:10

**Student 1:** I just forgot what I was going to say next.

01:05:24:20 - 01:05:27:09

**Teacher:** Okay. Help Kenneth build on what he was saying. Because this is group work.

01:05:27:11 - 01:05:30:19

**Student 2:** Maybe something to make you feel like you can't fit in or you don't fit in no more.

01:05:31:24 - 01:05:41:18

**Teacher:** Okay. Okay. So we're not, at this point, we're not trying to find the theme, right? We're trying to figure out how this interaction develops some kind of lesson or moral, right? So I like the idea of what he's saying with society.

01:05:42:06 - 01:05:44:21

**Student 1:** Don't let society like, affect you.

01:05:47:03 - 01:05:49:22

**Teacher:** Good. Huh?

01:05:50:03 - 01:05:50:20

**Student:** I think.

01:05:50:22 - 01:05:51:15

**Teacher:** You think?

01:05:52:21 - 01:05:53:06

**Student:** Yeah.

01:05:53:24 - 01:05:54:09

**Teacher:** Okay.

01:05:57:13 - 01:05:57:28

[Class discussion]

01:06:24:23 - 01:06:27:00

**Teacher:** Take about ten more seconds.

01:06:41:00 - 01:07:32:00

Okay. Put your eyes on me. Put your laptops out of 45 in five, four, three, two. Okay. Good job. This was. This was tough today, but y'all did really good. Like, we can do hard things, right? That was, that was good. But, I mean, that was a little challenging, but we got through it. Okay. Today we're going to end with that. Okay? So we're going to end with that last part with our close read. Tomorrow, though, that is when you're going to tell me what the theme is. Okay? Tomorrow your prompt is: Explain the theme presented in Ray Bradbury's The Pedestrian. How did Mr. Mead's character interactions help develop this theme? So what we just did as our close read, right? Is going to help us understand the second part of this question: How did Mr. Mead's character interactions help develop this theme? Okay?

01:07:32:02 - 01:07:35:15

So we're going to end there today. Tell me what we know about themes. Tell me what we know about theme.

01:07:36:12 - 01:07:36:27

**Class:** It's a lesson.

01:07:36:29 - 01:07:41:15

It's a lesson. What else? What else do we know? It's a message. What else?

01:07:41:17 - 01:07:42:07

**Class:** It's universal.

01:07:42:09 - 01:07:50:06

**Teacher:** It's universal. It should apply to everyone, Right? Tell me really quick synopsis about The Pedestrian. What do we know? What? Who's the main character here?

01:07:50:08 - 01:07:50:23

**Class:** Mr. Mead.

01:07:50:25 - 01:07:53:15

**Teacher:** Mr. Mead, right? Who's the speaker in the text?

01:07:53:17 - 01:07:54:02

**Class:** The narrator.

01:07:54:04 - 01:07:56:16

**Teacher:** The narrator, right? What are they speaking about?

01:07:56:24 - 01:07:59:02

**Class:** That's like what's technologically advanced?

01:07:59:22 - 01:08:06:20

**Teacher:** Well, yeah. Open up your laptops at this point. Yeah. What are we talking about? We just need a really quick closure before we leave. Real quick.

01:08:06:24 - 01:08:09:05

**Student:** How technological advancements are affecting Mr. Mead's life.

01:08:09:14 - 01:08:29:03

**Teacher:** Yes. We're talking about how technological advancements, i.e., the interaction with the car, right, is affecting his life. We good? So we're going to talk about how these technological advancements, how they're affecting his life and how it develops a lesson or moral in the story for tomorrow. We good? Great. Have a good day. Let's pack up.