

## Career Acquisition, Retention and Advancement Lesson Plans

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**Lesson Title:** Qualities that lead to excellence in careers:  
"Major" Marshall Taylor, Bicycle Champion

**State Standards:** Career Education and Work

**13.2.3: Career Acquisition (Getting A Job)**

**13.2.3.A:** *Identify appropriate speaking and listening techniques used in conversation.*

**13.2.3.D:** *Identify the importance of developing a plan for the future.*

**13.2.3.E:** *Discuss the importance of the essential workplace skills, such as, but not limited to: dependability, health/safety, team building, technology*

**13.3.3: Career Retention and Advancement**

**13.3.3.A:** *Identify attitudes work habits that contribute to success at home and school.*

**13.3.3.C:** *Explain effective group interaction terms, such as, but not limited to: compliment, cooperate, encourage, participate*

**Text:** Bicycle Rider by Mary Scioscia (Houghton Mifflin, 1999, SOAR to Success, Level 5, Book 13)

**Lesson Essential Question:** What qualities did Marshall Taylor possess that enabled him to excel in his sport of bicycle racing?

What do students need to know to answer the LEQ?

1. What gave Marshall Taylor the determination to win?
2. What tactics and strategies did he use to win races?

**Key Vocabulary:** booth, grandstand, sprint, swerve, foul, applause, sportsmanship, prejudice

**Activating Strategy:**

Share the picture of Major Marshall Taylor and discuss what can be learned from this picture and quote. In what time period do you think this takes place? Why? What do you notice about this bike? What is the "golden rule of true sportsmanship"? What do you think defines "clean living"? What are some characteristics "Major" Marshall Taylor might have had to become the fastest bicycle rider in the world?

### **Teaching Strategies and Instruction:**

1. Use SOAR Lessons 1, 2, 3, 4, and 5 as a guideline for pacing.
2. Establish a group of 4-6 students to participate in a Literature Discussion Circle for this text. Monday, Tuesday, Wednesday and Thursday are "Reading Days". Have students pair up and read recording thoughts on sticky notes and in their Literature Circle Preparation Packet. Prior to beginning the week, assign roles for discussion by spinning the Role Finder wheel. (developed by Laura Candler at [www.lauracandler.com](http://www.lauracandler.com)). The roles are Story Mapper, Summarizer, Vocabulary Finder, and Question Writer. If you have more than four students as part of the group, you can double up on two of the roles.
3. Friday is "Meeting Day" where the group will come together to share their responses and discuss what they thought about the section assigned. After the entire book has been completed, have students take turns to reflect on the Discussion Cards for nonfiction text (see attached).

### **Extension Activity:**

Split into teams to do additional research on "Major" Marshall Taylor. Share the findings. The following websites can be used:

<http://www.lewrockwell.com/alston/alston16.html>

<http://www.majortaylorassociation.org/who.shtml>

[http://en.wikipedia.org/wiki/Marshall\\_Taylor](http://en.wikipedia.org/wiki/Marshall_Taylor)

<http://www.chicagovelocampus.com/majortaylor>

<http://www.dailypeloton.com>

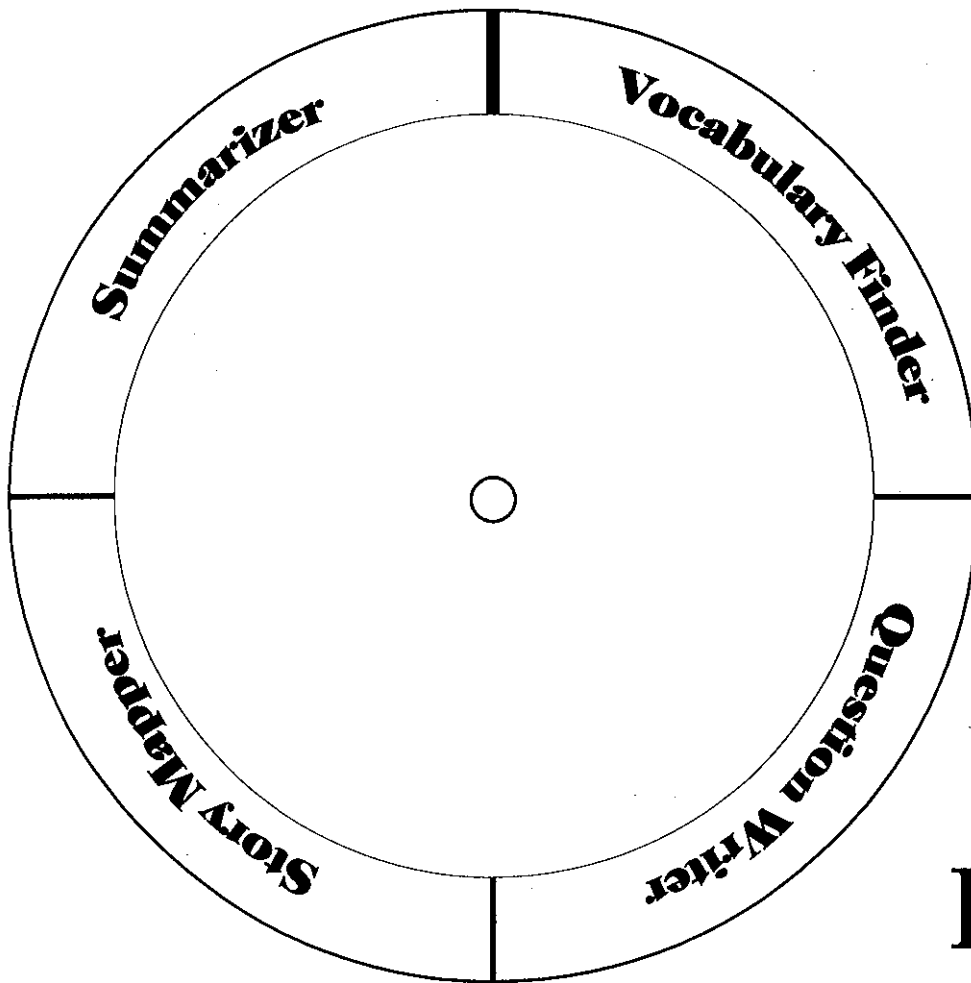
### **Summarizing Strategy:**

Pass out time line events and have students put them in date order. A complete time line is provided in the website <http://www.majortaylorassociation.org> with November 26, 2878; 1886-1891; 1892; Fall 1895; August 10, 1899; October 1900-January 1901; March-June 1901; 1902-1904; 1910; June 21, 1932 as key dates that might be included. As events are shared, discuss what impact they had on his life. How did these events shape him as a person and give him the qualities he had to excel in his sport of bicycle racing?

*"Life is too short for any man to hold bitterness in his heart." -Marshall Taylor*

Discussion Cards for Nonfiction Text

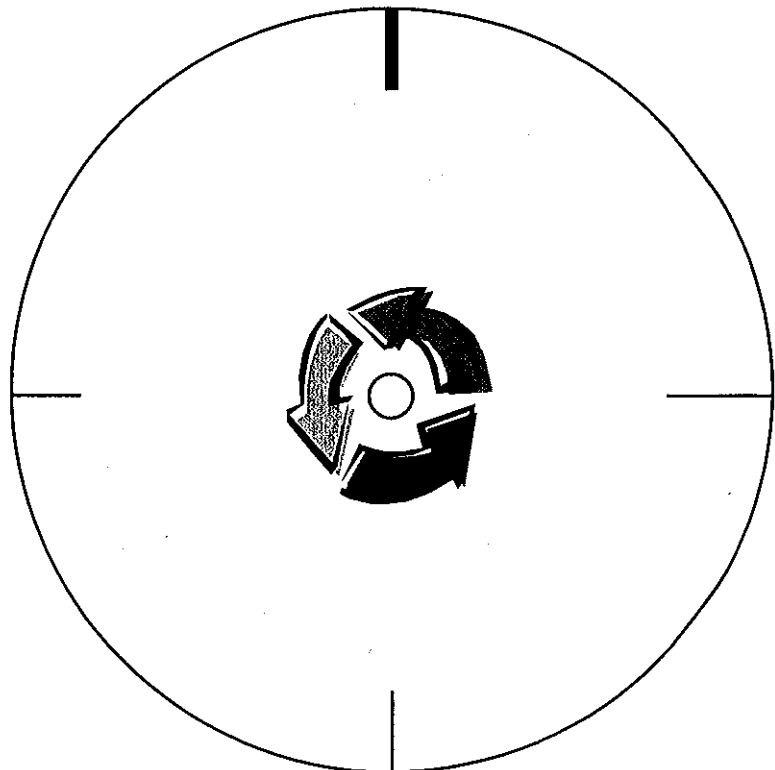
<p><i>before reading the book . . .</i></p> <p>What do you know about the topic before getting started on the book?</p>	<p><i>before reading the book . . .</i></p> <p>What do you want to learn?</p>
<p><i>while reading . . .</i></p>	
<p>What information surprised you?</p>	<p>How can you use this information in your life?</p>
<p>What is the most important thing you have learned? Why?</p>	<p>What is the most interesting thing you read?</p>
<p>What techniques does the author use to make this information easy to understand?</p>	<p>Where do you think you could look for more information on this topic?</p>



# Role Finder

**Directions:**

Cut out both circles. Place the small circle over the large circle and fasten with brass paper fastener. Small circle should turn freely. Write the name of each team member on one section of the small circle. Students turn the dial to determine their new role for each meeting.



# Literature Circle Role Descriptions



## Summarizer

1. Complete the summary section of your worksheet. Be sure to include only the important characters and events. Don't try to tell everything that happened!
2. Be prepared to read your summary to your team. (Practice your presentation in advance.)
3. After you read your summary to the team, help them to write their own summaries on their worksheets.



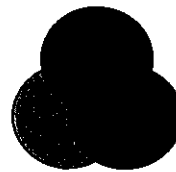
## Vocabulary Finder

1. Choose 2 new words from your reading assignment.
2. Write each word and its page number on an index card.
3. Write the definition of each word on the back of the card.
4. Be prepared to teach the words to your team. To do this, read the sentence from the book and discuss the meaning of the word. Then everyone will write the words and meanings on their worksheets.



## Question Writer

1. Create 3 to 5 interesting discussion questions.
2. Try to think of questions that will get your circle group to dig into the book and share their thoughts and opinions.
3. Write each question on an index card.
4. After you discuss the questions with your team, everyone will choose two to write on their worksheet, along with their answers.



## Story Mapper

1. Choose a story map or graphic organizer:
  - \* Character Map
  - \* Story Elements Map
  - \* Venn Diagram
  - \* Other
2. Map the story using the graphic organizer.
3. Be prepared to explain the parts of your map to your team. Tell why you chose to use that story map. Help everyone complete this section of their worksheet.

# Literature Circle Preparation

Name \_\_\_\_\_

Title: \_\_\_\_\_

Pages: \_\_\_\_\_

Due Date: \_\_\_\_\_



Summary (What happened?)

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New Words	Page #	My Best Guess	Dictionary Definition

Question:

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Answer:

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Teacher Question:

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Answer:

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Draw a picture or use a graphic organizer to show something important about the story. Be ready to tell about your work.

