



**COLLEGE & CAREER
READINESS**

The Productive Struggle

2023 COABE Atlanta: Session Four

Presented by: Carolyn Briggs-Gaul

January 16th, 2024

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prohibited in all
NCCC SO virtual
meetings.**



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Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28 10:00 am - 1:00 pm Self-Reflection Workshop with Self-Reflection	29	30 10:00 am - 1:00 pm College Pathways - Counseling College Pathways Review Program	1	2
3	4	5 10:00 am - 1:00 pm COASE Action - Counseling Pathways Participation in Self-Reflection	6	7 10:00 am - 1:00 pm BEST and CASAS - Update Training for 2023-24	8	9
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Carolyn Briggs-Gaul





The Productive Struggle



Carolyn Briggs-Gaul
Durham Literacy Center



What is a Productive Struggle?

Getting a student to think for themselves, to process through difficult work at their own pace using strategies that can be used with any curriculum or content, at any level



COABE 2023

While at the conference last spring one of the most beneficial session was on the Productive Struggle

Using the Research Quest from the Natural History Museum of Utah

<https://researchquest.org>

Using this student-paced resource, they would be able to research a topic and write an evidence-based essay expanding their critical thinking skills through each step

Encouraging learners to engage in productive struggle.

I know you can figure it out.

You got this.

What steps can you take in order to be successful?

I won't do it for you but I have faith that you can do it.

You might want to try something different.

Take as much time as you need. There is no time limit.

Why not try for () minutes? If you don't get it by then, I'll help you.

Why not ask a classmate how they worked through the problem?



Once all of the examples and strategies have been reviewed, it's time to let the students work through the problems and practice the strategies in various forms, offering less and less help for each lesson, until they can begin to reason through the problems on their own

Problems and Solutions



Define and Scaffold

Give definitions and scaffold
new information



Allow for Time

Don't be afraid of the silence,
allow students to think through
problems at their own pace



Present Several Strategies

Offer two to three ways to look
at a problem



Praise the Process

To escape the need to get the
right answer, praise the critical
thinking thinking process

Adapting to a HiSET/ESOL Reading Classroom

Scaffolding

Give background info needed for lesson (introduce the “players”, define new vocabulary, give written and verbal examples of how new terms will be used)

As each lesson progresses, less scaffolding and examples given, more time given to students for their own thinking and problem solving

Objectives

Using a monologue from A Midsummer Night's Dream by William Shakespeare, students will build vocabulary and will understand the different uses of poetry styles to convey meanings in the play.

Vocabulary: Couplet, Verse, Iambic Pentameter

Helena

Act I, Scene 1



Puck

Act 5, Scene 1



Vocabulary

Iambic Pentameter

In a line of poetry, an 'iamb' is a foot or beat consisting of an unstressed syllable followed by a stressed syllable. Or another way to think of it is a short syllable followed by a long syllable. For example, deLIGHT, the SUN, forLORN, one DAY, reLEASE. English is the perfect language for iambus because of the way the stressed and unstressed syllables work. (Interestingly, the iamb sounds a little like a heartbeat). Penta' means five, so pentameter simply means five meters. A line of poetry written in iambic pentameter has five feet = five sets of stressed syllables and unstressed syllables.

Putting these two terms together, iambic pentameter is a line of writing that consists of ten syllables in a specific pattern of an unstressed syllable followed by a stressed syllable, or a short syllable followed by a long syllable.

Couplet

A couplet is a unit of two lines of poetry, especially lines that use the same or similar meter, form a rhyme, or are separated from other lines by a double line break.

Couplets do not have to be stand-alone stanzas. Instead, a couplet may be differentiated from neighboring lines by its rhyme, or because it forms a complete sentence, or simply because someone talking about the poem wants to specify which two lines they're referring to.

Couplets do not have to rhyme, though they often do.

A couplet may be open or closed, meaning that each line may make up a complete sentence, or the sentence may carry from one line into the next.

Lets Practice!

15 min Breakout Session

PART 1: As the student...

Using what we have talked about, look at the two monologues. Read and answer the following questions.

1. *What is each character talking about?
How do you know this?*
 2. *What style of poetry is used for each?
What does that tell us about the
characters?*
-

How happy some o'er other some can be!
Through Athens I am thought as fair as she.
But what of that? Demetrius thinks not so;
He will not know what all but he do know:
And as he errs, doting on Hermia's eyes,
So I, admiring of his qualities:
Things base and vile, folding no quantity,
Love can transpose to form and dignity:
Love looks not with the eyes, but with the mind;
And therefore is wing'd Cupid painted blind:
Nor hath Love's mind of any judgement taste;
Wings and no eyes figure unheedy haste:
And therefore is Love said to be a child,
Because in choice he is so oft beguiled

If we shadows have offended,
Think but this, and all is mended,
That you have but slumber'd here
While these visions did appear.
And this weak and idle theme,
No more yielding but a dream,
Gentles, do not reprehend:
if you pardon, we will mend:
And, as I am an honest Puck,
If we have unearned luck
Now to 'scape the serpent's tongue,
We will make amends ere long;
Else the Puck a liar call;
So, good night unto you all.
Give me your hands, if we be friends,
And Robin shall restore amends.

Lets Practice!

15 min Breakout Session

PART 2: As the instructor...

- How could you respond to the *productive struggle* in the moment?
 - How could you plan and prepare for the *productive struggle*?
-

Breakout Session Debrief

PART 2

Let's hear from a few of you about...

- How you could respond to your students' struggles with this reading activity.
 - How you could plan and prepare for your students' *productive struggle* with this reading activity.
-

Just in case you
need a
reminder.....

A quick
summary of a
MidSummer
Night's Dream

A MIDSUMMER NIGHT'S DREAM: ONE PAGE SUMMARY

Demetrius wants to marry Hermia, but she runs off with Lysander into the woods.



Helena loves Demetrius, tells him where Hermia has gone, and follows him into the woods.



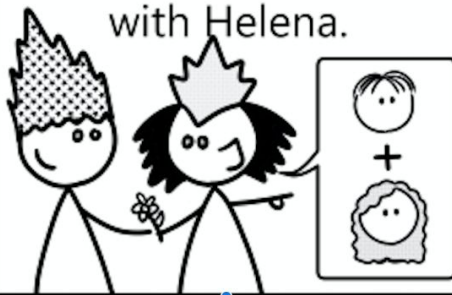
Bottom the weaver and his friends start rehearsing a play... in the woods.



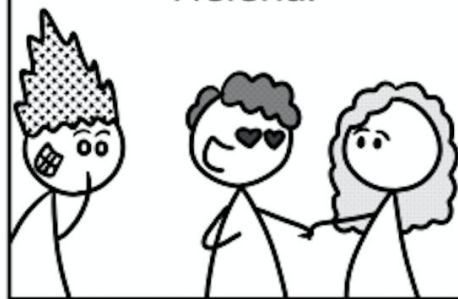
In the woods, fairy king Oberon uses a love juice on Titania, his queen, in order to make her give him her foster son.



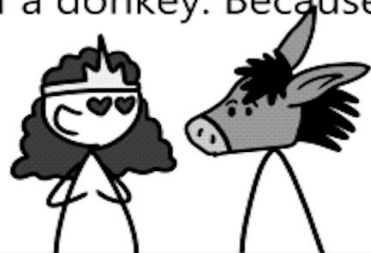
Oberon tells Puck, his henchfairy, to use the love juice to make Demetrius fall in love with Helena.



Puck mistakenly uses the love juice on Lysander, and he falls in love with Helena.



Under the influence of love juice, Titania falls in love with Bottom, whom Puck has given the head of a donkey. Because.



Puck correctly uses the love juice on Demetrius, and he *also* falls in love with Helena.



Everyone runs around and is confused and angry for a while.



The love juice effects are removed from Titania and Lysander, and everything is resolved.



Everyone gets married.



Bottom and his friends perform their play, and it is hilariously terrible.





Productive Struggle and Lesson Planning

15 min Breakout
Session

Read through the ESOL lesson plan.

Discuss and explore the following questions.

- What learning roadblocks and difficulties may ESOL students experience while going through this lesson?
 - How could we formally plan for these potential learning roadblocks? How could we prepare for the *productive struggle* and incorporate that into our lesson planning process?
-

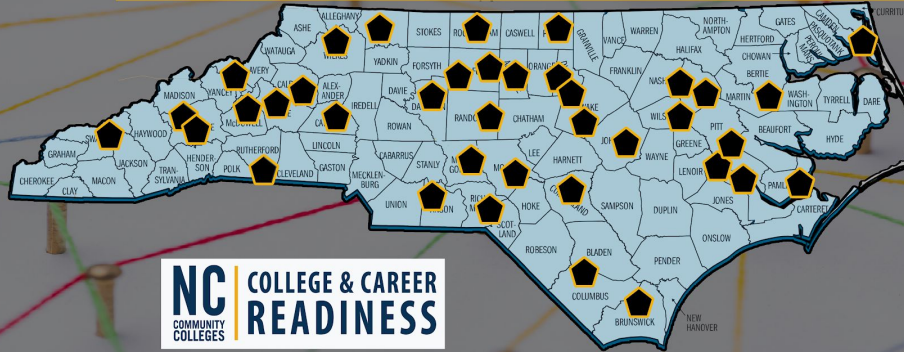
Breakout Session Debrief

Let's hear from a few of you about...

- How to plan and prepare for the *productive struggle* and formally incorporate that into our lesson planning process.
-

Questions?

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MANY THANKS!

Muchos gracias

Muito obrigado

Çok teşekkür ederim

Vielen Dank