

**10.1.3****Lesson 11****Introduction**

In this lesson, students read “Dreaming of Heroes,” from “He didn’t dwell much on his father’s death anymore” through “to look down on the field and see his own reflection” (pp. 77–79) in which Don and Charlie Billingsley are introduced, and the beginning plays of the season opener football game are described.

Students begin their analysis of this excerpt with an exploration of the two photos adjacent to pages 76 and 77. This photo activity encourages students to raise questions about Bissinger’s point of view and purpose as author/narrator, building off of the work begun in the Preface Activity completed for homework. Students then begin work with the Documented and Reconstructed Details Tool, which guides targeted student analysis in this lesson. This tool enables students to track when Bissinger documents events and discussions that he has witnessed in this passage and when Bissinger reconstructs events, conversations, and emotions in order to develop the central ideas of his text and advance his point of view or purpose. Student understanding will be assessed through their responses to questions on this tool. This work lays the foundation for further student exploration of how Bissinger unfolds his portrait of Odessa, the residents of that community, and the events of the year he is recounting, as well as encourages students to consider his purpose in writing.

For homework, students respond briefly in writing to a prompt that asks students to reflect on the learning they completed in this lesson. Additionally, students can choose to continue working on their Documented and Reconstructed Details Tool.

**Standards**

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Addressed Standard(s)	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says

	explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

## Assessment

Assessment(s)
Student learning in this lesson is captured through the Documented and Reconstructed Details Tool. This tool enables students to track when Bissinger documents events and discussions that he has witnessed in this passage and when Bissinger reconstructs events, conversations, and emotions in order to develop the central ideas of his text and advance his point of view or purpose. Student learning will be assessed through their responses to questions on the tool.
High Performance Response(s)
<ul style="list-style-type: none"> <li>See the Model Documented and Reconstructed Details Tool.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>jiggering (v.) – interfering with; manipulating or altering, especially in order to get something done illegally or unethically</li> <li>succinct (adj.) – expressed in few words</li> <li>waning (v.) – decreasing in strength, intensity, power, importance, prosperity, etc.; drawing to a close, approaching an end</li> <li>immaculate (adj.) – free from spot or stain; free from moral blemish; pure; free from errors</li> <li>methodical (adj.) – systematic; orderly; painstaking, especially slow and careful</li> <li>meticulous (adj.) – taking or showing extreme care about minute details; precise; thorough</li> <li>debut (n.) – a first appearance on a stage, on television, etc.</li> <li>balmy (adj.) – mild and refreshing</li> </ul>
Vocabulary to teach (may include direct word work and/or close reading and discussion questions)
<ul style="list-style-type: none"> <li>poise (n.) – grace and elegance</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> Standards: RI.9-10.3, RI.9-10.6, RI.9-10.1, RI.9-10.2 Text: <i>Friday Night Lights</i> (pp. 77–79)	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Photo Activity	3. 10%
4. Pages 77–79 Reading and Discussion	4. 35%
5. Documented and Reconstructed Details Tool	5. 30%
6. Closing	6. 5%

## Materials

- Student copies of the 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
- Student copies of the Preface Activity Tool (refer to homework from 10.1.3 Lesson 10)
- Copies of the Documented and Reconstructed Details Tool for each student

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

## Activity 1: Introduction of Lesson Agenda

**10%**

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.3 and RI.9-10.6. In this lesson, students work in groups to analyze pages 77–79 of “Dreaming of Heroes.” This analysis begins with a Photo Activity, in which students continue to explore Bissinger’s point of view and purpose as author/narrator/documentarian.

Students then begin work with the Documented and Reconstructed Details Tool. This tool enables students to track when Bissinger documents events and discussions that he has witnessed and when he reconstructs events, conversations, and emotions in order to develop the central ideas of his text. This work will lay the foundation for further student exploration of how Bissinger constructs his portraits of Odessa and the residents of that community.

Inform students that they will begin working with two new standards in this lesson: RI.9-10.1 and RI.9-10.6.

Instruct students to find these standards on their 10.1 Common Core Learning Standards Tool and to follow along as you read them aloud.

- ▶ Students follow along, reading silently as standards RI.9-10.1 and RI.9-10.6 are read aloud.

Pose the following questions for class discussion of the standards:

**What do you notice about these standards?**

**What are they asking you to be able to do?**

**What questions do these standards raise for you?**

Ask students to jot their ideas down. Lead a brief class discussion about RI.9-10.1 and RI.9-10.6.

💬 Student responses may include:

RI.9-10.1 is asking students to:

- use strong evidence from the text to support analysis of what the text says explicitly.
- use strong evidence from the text to support analysis of what students can infer from the text.

RI.9-10.6 is asking students to:

- consider the author’s purpose in writing an informational text.
- analyze how the author furthers that purpose in their writing.

- ① If students are unfamiliar with the term *rhetoric*, take the time to define and discuss with students as “the art of effective or persuasive writing or speaking,” as this is an integral understanding of RI.9-10.6.

## Activity 2: Homework Accountability

**10%**

Instruct students to briefly discuss their homework assignment in pairs. For homework, students completed the Preface Activity Tool.

- ▶ Students discuss their response to the Preface Activity Tool in pairs.
- 🗨 See the Model Preface Activity Tool (10.1.3 Lesson 10) for sample student responses.

Briefly ask students to share any questions, comments, or insights that were raised during their homework preview of this lesson’s excerpt (pp. 77–79).

- ▶ Students share their annotations and questions from pages 77–79.
- ① Students received a list of the vocabulary for this excerpt to accompany their preview of the text in the homework of Lesson 10. Consider displaying this list for the duration of the lesson.

## Activity 3: Photo Activity

**10%**

Organize students into pre-established heterogeneous groups of four. They will remain in these groups for the duration of the class for support and consistency during their discussions. Direct students to the photo facing page 76 and the photo facing page 77. Direct students to the Photo Glossary facing page 369. Then display the following questions for students to discuss in their groups before sharing out with the class.

**Who are the people in these photos? How do you know?**

- 🗨 Students should reference their Photo Glossary to identify the young man in the photo facing page 76 as Mike Winchell and the young man in the photo facing page 77 as Don Billingsley.
- ① This photo is students’ introduction to Don Billingsley, a primary figure in this lesson’s focus excerpt.

**Why might Bissinger choose to include these photos here?**

- 🗨 These photos can further our understanding of Mike and Don as characters—Mike’s expression is sad, while Don’s is more confident. Other students might suggest that Bissinger includes these

photos to establish and reinforce our understanding that these figures are real young men, rather than fictional characters.

**How does the presence of these photos inform your understanding of Bissinger’s relationship to the residents of Odessa?**

- These photos show a separation or distance between Bissinger and the residents of Odessa. Students might indicate that these photos reinforce their understanding of Bissinger’s role as an observer, while other students might suggest that these photos clarify Bissinger’s role as a journalist.

Lead a brief, full-class discussion of the questions above. Then display the following question for full class discussion:

**What type of text is *Friday Night Lights*? Use evidence from the Preface Activity you completed for homework and the Photo Activity to support your response.**

- Students should make the connection that this is an informational text, based on the evidence from both the preface and the Photo Activity they just completed. The fact that real people are depicted in photographs, and the photographs were included by the author alongside the text, supports their understanding that this text is informational.
- ① This is a foundational understanding necessary for student analysis of Bissinger’s role as creator of this text. This question fosters understanding of genre without a low-level discussion or direct instruction around types of genre.

#### Activity 4: Pages 77–79 Reading and Discussion

**35%**

Instruct students to reread from “He didn’t dwell much on his father’s death anymore” to “He sure would have been proud of him” (p. 77). Display or provide the definitions for the following vocabulary words to support student reading: *jiggering*, *succinct*, *waning*, *immaculate*, *methodical*, *meticulous*, *debut*, and *balmy*.

Display the following questions for students to discuss with their groups before sharing out with the class.

**How might your understanding of Mike and Billy’s relationship change if the word “cherished” was replaced with “enjoyed” in paragraph 2?**

- Student responses should suggest that this substitution would change their understanding of Billy’s relationship to Mike’s football success. The word “enjoyed” makes Billy’s spectatorship

seem more casual and detached, while “cherished” carries more weight and investment in Mike’s performance.

**What effect is created by the phrase from page 75 that repeats in this section?**

- Students should identify the repeating phrase “Mike and Billy” on pages 75 and 77. This repetition emphasizes the close relationship between father and son.
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Instruct students to reread from “Some of you haven’t played before, been in the spotlight” to “nothing else mattered, nothing else made a difference” (pp. 77–78). Display the following questions for students to discuss with their groups before sharing out with the class:

**What might Tam Hollingshead’s statement about “all those lights” reveal about the relationship between the Permian Panthers and the “Friday night lights” (p. 77)?**

- According to Tam Hollingshead, being in the “spotlight” can cause even the most talented football player to “come unglued” (p. 77). Listen for students to infer that Hollingshead is establishing a conflicted relationship between the football players and the “Friday night lights” (p. 77). Although players may crave the spotlight: “now came the Friday night lights. Now it was showtime” (p. 77), this intense pressure can also be damaging and adversely affect their performance on the field.

**What did “everyone kn[o]w was at stake” in the first game of the season (p. 78)?**

- The outcome of the first game sets the tone for the entire season—if the team wins the first game of the season, it will be “the beginning of a glorious” football season (p. 78). If the team loses their first game, the entire season will be influenced by this initial failure (p. 78). Some students might point to the high expectations of the Permian fans to indicate that the loss of this game would be a huge disappointment to the community.

**What key details on page 78 inform your understanding of the players’ commitment to this game?**

- Students should respond that Bissinger describes how the team “went through their pre-game warmups with methodical, meticulous determination,” (p. 78) and how they were getting ready for a season of “pure devotion to football where nothing else mattered, nothing else made a difference” (p. 78). These details establish the team’s total commitment to football. It is the most important thing in their lives.
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Instruct students to reread from “That 1988 season is four and a half minutes away” to “to look down on the field and see his own reflection” (pp. 78–79). Display the following questions for students to discuss with their groups before sharing out with the class:

**What can you infer about what the Permian Panthers represent to this community from the fan’s response to the team?**

- Bissinger describes the fans “squealing in delight,” and “yelling the war cry...in frantic unison” (p. 78). A little girl “put her hand to her mouth, as if she had seen something incredible” and is left “momentarily speechless” (p. 78). As the team comes into the stadium the “eight thousand” fans rise “to give a standing ovation” (p. 78). The reaction is as if the football players are superstars, they are unbelievable and incredible. They represent the town’s desire for “heroes.”

**How can Bissinger’s description of Mike Winchell on the field help you to understand what *poise* means in this context (pp. 78–79)?**

- Student responses may include “looked good” (p. 78), “throwing nicely,” and “no rushed throws” (p. 79) in Bissinger’s description of Mike. The inference is that *poise* is a description of quality in form, grace, or elegance.

**Why did “no one want it [a win] more” than Charlie Billingsley (p. 79)? Use details from the text to support your response.**

- Charlie Billingsley wants a win because his son Don is the starting Tailback for the Panthers. Students should cite the sentence “but it was more than the natural swell of parental pride” (p. 79) to indicate that Charlie’s desire for a win also comes from the desire to see his son relive his own past glory as a football star.

① **Differentiation Consideration:** Consider posing the following extension question to enrich students’ understanding of the text:

**What might be represented by whom Charlie sees on the football field?**

- Charlie sees “his own reflection” (p. 79) on the football field. Charlie’s memories of his own success influence his ability to separate his own accomplishments from his son Don’s success.

## Activity 5: Documented and Reconstructed Details Tool

30%

Distribute copies of the Documented and Reconstructed Details Tool to students. Explain to students that they will use this tool to collect key details and make observations in order to explore the differences between the details in the text that have been reconstructed by Bissinger and the details in the text that have been documented through dialogue and direct reference to accounts given by the



residents of Odessa. In their work with this tool, students consider how the point of view of the narrator of this informational text informs their impressions of the events that are described and creates portraits of the people that populate the text.

Students will conclude their work with this tool by answering the accompanying questions and developing their own critical line of inquiry.

- ① Students use this tool to shift their analysis from the central ideas of this text to a consideration of how Bissinger depicts details and events in order to advance his point of view or purpose. This shift is essential to building skills around reading informational text, particularly in creative nonfiction, where the text can easily be read without a critical eye towards the informational aspects.

The purpose of this tool is to drive students towards the questions that underscore critical readership of creative nonfiction—what are the “facts”? Whose voice is heard the most? Whose point of view shapes the details presented?

Explain to students that in the left-hand column (“Documented”), they will consider what the people of Odessa actually say. Encourage students to look for quotation marks, and dialogue markers, to help them to isolate portions of the text where Bissinger is directly citing the point of view of the residents of Odessa.

- ① Although Bissinger frequently records dialogue for situations that he could not possibly have been present for (i.e. the death of Mike Winchell’s father four years before Bissinger arrived in Odessa), this distinction might be too subtle for student’s to distinguish due to the excerpted nature of this chapter.

Inform students that in the right-hand column (“Reconstructed”), they will collect and analyze portions of the text where Bissinger is reconstructing inner thoughts and memories, where he is making inferences about other people’s thoughts and feelings, and elaborating on or recreating the details of events.

Inform students that the details selected to model filling in the chart are from the reading completed in 10.1.3 Lesson 10. See Model Documented & Reconstructed Details Tool for details and example observations.

In the left-hand column, model copying the relevant detail, and ask students to point to the textual evidence that indicates that this detail is “documented.” Call attention to phrases like “as he later put it” (p. 74) to indicate a point where Bissinger is documenting something Mike said. Model recording whom is being documented (i.e., Mike Winchell). Repeat the same process for the right-hand column, pointing students to the absence of quotation marks or dialogue marking phrases to indicate reconstructed details.

Repeat this process a second time, with the evidence from page 75, found on the Model. This time, ask students to provide the observations.

Instruct students to copy down this modeling for reference. Instruct students to work in their groups to fill in this tool. Remind students to record brief observations about how they know whether the key details they collect are documented or reconstructed, in order to support their choices. Inform students that they do not need to have equal amounts of evidence in each column, and one column may be longer than the other.

- ① Consider informing students that their work with this tool may result in a great deal of productive frustration. The dichotomy between the details that they collect in the left- and right-hand columns will not always be obvious and straightforward. The chart will not look neat and organized, and there may be disagreement within student groups about where details belong. The goal here is to foster the discussions that result from this type of productive frustration, so that students can begin the critical process of analyzing the often complex fusion between documented facts and the reconstruction of events in *Friday Night Lights*. This analysis will enable students to determine Bissinger’s point of view and purpose, and analyze how Bissinger reconstructs details and events in order to advance his position (RI.9-10.6).

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. Instruct students that for homework they will respond briefly in writing the following prompt:

**What questions does this tool raise about the purpose and point of view of the author/narrator in “Dreaming of Heroes”?**

Students should be prepared to discuss their response in the following lesson.

Additionally, students should preview the text excerpt for the next lesson from “There were some kids who came out of Odessa” through “At least for as long as the season lasted” (pp. 79–84) and annotate according to established protocols. Provide students with a list of the vocabulary to accompany their reading:

- David and Goliath (n.) – a Bible story about a child who defeats a giant in battle
- townies (n.) – residents of a town, especially non-student residents of a college town
- parable (n.) – a short allegorical story designed to illustrate or teach some truth, religious principle, or moral lesson
- lineman (n.) – in American football, one of the players in the line, as a center, guard, tackle, or end

- hair trigger (n.) – a trigger that allows the firing mechanism of a firearm to be operated by very slight pressure
- regaled (v.) – entertained lavishly or agreeably; delighted
- exploits (n.) – striking or notable deeds; feats; spirited or heroic acts
- macho (adj.) – having or characterized by qualities considered manly, especially when manifested in an assertive, self-conscious or dominating way
- tacit (adj.) – understood without being openly expressed, implied
- insouciant (adj.) – free from concern, worry, or anxiety; carefree; nonchalant
- tailback (n.) – in American football, the offensive player who lines up farthest behind the line of scrimmage

## Homework

Respond to the following reflective writing prompt:

**What questions does the Documented and Reconstructed Details Tool raise about the purpose and point of view of the author/narrator in “Dreaming of Heroes”?**

Additionally, preview the excerpt for the next lesson, from “There were some kids who came out of Odessa” through “At least for as long as the season lasted” (pp. 79–84) and annotate according to established protocols.

## Document and Reconstructed Details Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Record key details or quotes in each column, and then support your reasoning with evidence from the text. Be sure to reference characters and page numbers. Then respond to the questions below.

<b>What do the people of Odessa actually say?</b> <b>How do you know?</b>	<b>What is Bissinger supplying or creating?</b> <b>How do you know?</b>



## Model Document and Reconstructed Details Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Record key details or quotes in each column, and then support your reasoning with evidence from the text. Be sure to reference characters and page numbers. Then respond to the questions below.

What do the people of Odessa actually say? How do you know?	What is Bissinger supplying or creating? How do you know?
<p>Mike Winchell: “so damn flat, as he later put it, that a car ran down the highway and never disappeared” (p. 74).</p> <p>Followed by “he later put it,” so Bissinger is saying directly that Mike told him this (p. 74).</p> <p>Mike Winchell: “It was hurtin’ ‘im ... but you don’t want him hurtin’ all the time either” (p. 75).</p> <p><i>Quotation marks, dialogue is in a dialect.</i></p> <p>Mike Winchell: “...he said he had never met anyone more honest, or more clever, or more dependable ... and how he had bought him every piece of sports equipment that had ever been invented” (p. 77).</p> <p><i>“He said” and “he talked”</i></p> <p>Julia Winchell: “He would have liked to have lived for Mike’s sake,” said Julia Winchell. “He sure would have been proud of him” (p. 77).</p> <p><i>Quotations marks, and “said Julia Winchell”</i></p> <p>Tam Hollingshead: ““some of you haven’t played before, been in the spotlight,” said assistant coach Tam Hollingshead...He offered some succinct advice ‘have some fun, hustle your ass, and stick the hell out of ‘em’” (p. 77).</p> <p><i>Quotation marks, prefaced by “said” and “offered some succinct advice”</i></p>	<p>“But he didn’t want to stay in Odessa anymore. ... that a car ran down the highway and never disappeared” (p. 74).</p> <p>No quotation marks to indicate that this is a direct quote from Mike. The only part of the excerpt that seems to be from Mike himself is the final sentence, as indicated by the phrase “as he later put it” (p. 74).</p> <p>“There had always been something ... forced him to grow up even faster than he already had” (p. 75).</p> <p><i>Observation about Mike, point of view is from outside.</i></p> <p>“And Mike also knew how much Billy Winchell would have cherished seeing him on this September night, dressed in the immaculate black and white of the Permian Panthers, moments away from playing out the dream that had kept him in Odessa” (p. 77).</p> <p>Tam Hollingshead: “he knew what the jitters of the season opener could do, how the most talented kid could come unglued in the sea of all those lights and those thousands of fans” (p. 77).</p> <p>“Charlie Billingsley...still had powerful memories of those days ... it seemed impossible not to look down on the field and see his own reflection” (p. 79).</p> <p><i>No quotation marks or “he said”, Charlie’s thoughts but very stylized.</i></p>

**1. How does the voice of Mike Winchell in the left-hand column compare to Mike’s voice in the right-hand column?**

- Mike’s voice sounds different in each column. In the direct quotes that Bissinger provides, Mike’s voice is casual, colloquial (dropping consonants) and grammatically non-standard. In the left-hand column the voice is formal, grammatically correct, and has a level of introspection and self-reflection (“he knew,” “he thought”) not explicitly present in the documented portions.

**2. What might this comparison reveal about the purpose of Bissinger’s reconstructions? Consider what elements of the text Bissinger’s reconstructions emphasize.**

- The text in the right-hand column provides Bissinger’s own insights into people and their motivations and their feelings that they may not have explicitly stated themselves. He emphasizes underlying motivations and inner thoughts.

**3. How does Bissinger unfold the events of the Season Opener? Use the details you tracked on your Documented and Reconstructed Tool to support your response.**

- H. G. Bissinger unfolds the events of the season opener by both recording things people said and did, and also adding the thoughts of the people who are there, and detailing their past in ways that he probably couldn’t know for sure, like when he describes things that had “always” been true about Mike Winchell, even though the author hasn’t known Mike for more than a year. The events unfold in a combination of memories, observations, and descriptions.