

■ FOCUSING QUESTION: LESSONS 1-6

How does someone show a great heart,
figuratively?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Lesson 6

TEXT

- *Portrait of Dr. Samuel D. Gross (The Gross Clinic)*,
Thomas Eakins (<http://witeng.link/0667>)

Lesson 6: At a Glance

AGENDA

Welcome (5 min.)

Set a Focus

Launch (5 min.)

Notice and Wonder

Learn (50 min.)

*Analyze a Famous Painting
(30 min.)*

Analyze a Quotation (20 min.)

Land (10 min.)

*Answer the Content Framing
Question*

Wrap (5 min.)

Assign Homework

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- R.I.4.4

Writing

- W.4.2, W.4.8

Speaking and Listening

- SL.4.2, SL.4.1.d

MATERIALS

- Chart paper
- Markers
- Index cards
- Handout 6A: Dr. Gross Quotation
- Handout 6B: Evidence Organizer for Dr. Gross

Learning Goals

Synthesize details from a painting and a quotation to define a figurative great heart. (RI.4.4)

✓ Construct a Quick Write to elaborate on the definition of a figurative great heart.

Create a focus statement about a famous person, and support it with textual details. (W.4.2, W.4.8)

✓ Complete an Evidence Organizer based on a painting and a quotation to prepare to write an informative paragraph.

✓ Checks for Understanding

Prepare

FOCUSING QUESTION: Lessons 1–6

How does someone show a great heart, figuratively?

CONTENT FRAMING QUESTION: Lesson 6

Distill: How does Thomas Eakins' painting, Portrait of Dr. Samuel D. Gross (The Gross Clinic), and a close reading of Dr. Gross's quotation, extend my understanding of a figurative great heart?

CRAFT QUESTION: Lesson 6

Experiment: How do I find evidence to support a focus statement?

In this lesson, students continue to deepen their understanding of the concept of a figurative great heart through careful observation of a painting and exploration of a connected quotation. Over the course of the lesson, students practice skills and strategies designed to develop literal comprehension. The lesson then moves students into an analysis and synthesis of the important ideas related to a figurative great heart.

Welcome 5 MIN.

SET A FOCUS

Project the *Portrait of Dr. Samuel D. Gross (The Gross Clinic)* (<http://witeng.link/0667>).

Explain that today's lesson will use this famous painting and a quotation from an important historical person to help them construct a deeper understanding of a great heart. Without providing the title of the painting, explain that students will have two minutes to silently view the painting to jot down statements and questions about what they see. Before they start the actual observation time, ask for one or two students to give an example of a possible statement and a question. If no student is able to do this, model one of each. After students understand the task, provide two minutes of quiet observation time.

Launch 5 MIN.

NOTICE AND WONDER

After the observation, ask: “What did you notice and wonder while observing this famous painting?” Record student responses on a Notice and Wonder Chart. To provide students with more focused oral language development, use the Star–Think–Share instructional routine to have students discuss their Notice and Wonder Charts in pairs before sharing with the whole group.

I Notice	I Wonder
<ul style="list-style-type: none"> ▪ I see a man with white hair standing in the middle of the room. ▪ The man has something red, probably blood, on his hands, and he is holding something. ▪ You can see the faces of the four men around the table. They look very serious about their work. They seem to be holding surgical tools, and there’s someone under a cloth. 	<ul style="list-style-type: none"> ▪ I wonder who the man is. ▪ What is the man doing? ▪ Why is the woman hiding her face? ▪ Who are all the people in the background, and why are they there? ▪ I wonder what these men are doing. ▪ Why is the background so dark?

TEACHER NOTE

Keep the statements and questions in mind as you move through the rest of the lesson. Refer to them whenever possible to help students understand the underlying processes involved in the construction of meaning from a variety of media.

Post the Focusing Question and Content Framing Question.

Explain that the painting represents a greathearted man and an important time in the advancement of medical care. Refer to the Content Framing Question. Ask students to summarize characteristics of a figurative great heart learned from the biographies. Record these on a chart with the heading “Greathearted.”

- Greathearted people are generous, courageous, or heroic.
- Anne Frank demonstrated what it means to be courageous.
- Clara Barton showed us that greathearted people see things differently from others, such as in her quotation when she talked about the sadness and loss involved even when an army wins a battle.

Explain that we can “read” a painting closely, looking at the tools the artist uses to tell a story, just as we do with a written text.

Engaging Students in Learning

[ELA Specification 1a](#)

Wit & Wisdom feature:

Wit & Wisdom equips students with a flexible yet predictable process for deep reading of complex texts. Lessons are structured with a purposeful progression that enables students to access, understand, and analyze these texts. This progression consists of five Content Stages: Wonder, Organize, Reveal, Distill, and Know. Shaping each lesson is a Content Framing Question that guides students’ exploration of a text and represents where they land in the lesson’s learning.

Oral Language Development Routine

[ELA Specification 1a](#)

Revisions to better support ELs (ELSF recommendations):

Structured, strategic group work was added to accompany the Notice/Wonder chart. This oral language development activity engages students in productive analyses of multiple media in order to build conceptual understanding about topics before writing extensively about them.

It is not likely that students will be familiar with Dr. Gross or the teaching practices experienced by medical students in the late 1800s. Read or present the following background information:

This painting was created in 1875 by American realist painter Thomas Eakins. The name of the painting is *Portrait of Dr. Samuel D. Gross (The Gross Clinic)* and it measures 8 feet by 6.5 feet. (Show students how big this would be by drawing an imaginary frame on the wall.) Dr. Gross was an important surgeon and teacher who believed the body could heal itself. This was a new idea in 1875. At this time, doctors frequently amputated, or cut off, body parts, leaving patients with limited use of limbs and increasing the danger of infection and bleeding from such a dangerous surgery. Amputations often led to death. The surgery depicted in this painting is believed to be the first surgery to heal rather than to amputate a diseased part of the body. Dr. Gross often performed surgeries in a lecture hall in front of medical students as part of their training. The man seated to the doctor's right, holding a pencil, is thought to be the artist, taking his own notes.

Learn 50 MIN.

ANALYZE A FAMOUS PAINTING 30 MIN.

Whole Group

1 Now that you know the name and some of the background for the painting, let's see if we can answer some of our earlier wonders or questions. What else do you think is happening in the painting? What do you see in the foreground? In the background?

- The white-haired man standing in the middle of the painting is Dr. Gross.
- The red on his hands is blood from the surgery.
- The other men in the center are helping with the operation.
- The woman hiding her face is probably the patient's mother or wife. She might be too frightened or upset to watch.
- The men in the back are students. It's hard to see them because they are dark.

2 Why are so many students observing the operation?

- This must be a very important operation.
- If this was the first operation to heal a patient, Dr. Gross might have wanted lots of students to learn about his new technique.

3 How is this surgery different from surgery today?

**TEACHER
NOTE**

Students may have seen surgery performed during a television show.

- Doctors wear a uniform today, not dark suits.
- There would be nurses to assist the doctor, and gloves and masks would be worn to help keep germs out of the body.
- The medical students would be behind a glass wall to keep out germs.

4 How does the artist hold viewers' attention?

- Although the painting is very busy, with many figures, our attention goes to the man standing at the center of the painting, with light falling on his head and his bloody hand holding a scalpel.
- Because this man is standing, our eyes go to him.
- Our attention also goes to the other people near the center, because the white cloth over the patient and the light falling on these men also draws our attention by the contrast with the dark room and the dark hallway behind them.
- We can tell that Dr. Gross and the other doctors are the most important figures. They are in the light, and their white clothing stands out against the dark background.

5 How does the composition of the painting, or the arrangement of the different parts, help focus our attention on the operation?

**TEACHER
NOTE**

Define art terms as needed. The *composition* of a painting is “the thoughtful arrangement of the various parts so that the final piece is unified and whole.” Go to the Wit & Wisdom Visual Art Glossary at GreatMinds.org for more art terms, definitions, and examples.

- Dr. Gross has four doctors working with him. Their heads and shoulders are grouped around the patient. Their arms seem to point to the patient, making the place where they are operating the center of attention.
- The doctors and the patient are in front of the rectangle shape of the doorway where two people are standing.
- The table full of surgical tools frames the bottom of the painting.
- The doorway frames the table.
- Eakins' desk also frames the table, with two horizontal lines pointing at it. The bannister at the side of the seats going up to the right of the table also directs your eye to the action.

6 The lighting effects in a painting are called *chiaroscuro*, which is Italian for light/dark. For centuries, *chiaroscuro* has been used in paintings to make the subject look important and to help separate it from the background. What effect does this give this painting?

- *The painting looks very mysterious.*
- *It's hard to tell exactly what is going on, especially with all the people in the back.*
- *All of your attention goes to the operation and the doctors and the blood.*

7 From where is the viewer of this painting looking?

- *We are near the foot of the operating table.*
- *The artist gives viewers a good position from which to see and appreciate the scene.*

Review the Content Framing Question and distribute Handout 6A. Read the quotation aloud while students follow along. Have them read it with a partner a second time, circling unfamiliar words as they reread. Follow up with a discussion to provide student-friendly definitions for unfamiliar words.

Explain that we need to break complicated text down into smaller bits and say it in our own words to understand the gist of the text. Break the quotation into the three parts as shown by the following numbered sections. Model paraphrasing using the first section of the text. See the model below, if necessary. Pairs read the quotation a third time to paraphrase the three sections into their own words. Come back as a whole group and share. Use the best student examples to rewrite the quotation in student-friendly language. If students struggle with this part, model the remaining two sections using a Think-Aloud strategy. It may be necessary to model and rewrite the entire quotation.

Name _____
Date _____

Handout 6A: Dr. Gross Quotation

Directions: Read the following quotation and then paraphrase each section as it is listed below.

"I never enter the lecture-room without a deep sense of the responsibility of my office—without a sense that I have a solemn duty to perform—and that upon what I may utter during the hour may depend the happiness or misery of hundreds, if not thousands of human beings. Nothing was more offensive to me than applause when I entered the amphitheater; and I never permitted it after the first lecture. I always said, 'Consider, such a noise is more befitting a theater or a circus than a temple dedicated to almighty God, for the study of disease and accident, and your preparation for the great duties of your profession. There is something awfully solemn in a profession that deals with life and death, and I desire...to impress upon your minds its sacred and responsible character.'"

(Section 1) "I never enter the lecture-room without a deep sense of the responsibility of my office—without a sense that I have a solemn duty to perform—and that upon what I may utter during the hour may depend the happiness or misery of hundreds, if not thousands of human beings..."

Directions: Rewrite section 1 in your own words.

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Section 1 of the quotation: "I never enter the lecture-room without a deep sense of the responsibility of my office—without a sense that I have a solemn duty to perform—and that upon what I may utter during the hour may depend the happiness or misery of hundreds, if not thousands, of human beings..."

Paraphrase of section 1: I always enter the classroom with the understanding that my teaching could mean life or death to many, many people. So I must always do my best to be perfect.

Section 2 of the quotation: “Nothing was more offensive to me than applause when I entered the amphitheater, and I never permitted it after the first lecture. I always said, ‘Gentlemen, such a noise is more befitting a theater or a circus than a temple dedicated...to almighty God, for the study of disease and accident, and your preparation for the great duties of your profession.’”

Paraphrase of section 2: Learning how to save a person's life is not entertainment. It is sacred and important for becoming a good doctor.

Section 3 of the quotation: “There is something awfully solemn in a profession that deals with life and death; and I desire...to impress upon your minds its sacred and responsible character.”

Paraphrase of section 3: You must remember how important your role is and do your best to learn everything you can. Nothing is more important than saving a life.

Ask: “Reflecting on the painting and the quotation, what seems to be really important to Dr. Gross? How do you know? What words would you use to describe Dr. Gross? How do these ideas enhance our definition of *great heart*?”

- *Dr. Gross wants to share his knowledge with lots of people so they can save lives. I think this because of all the students in the lecture room.*
- *He doesn't want praise for being a good doctor. He wants people to be serious and learn from him. I think this is because he did not want people to clap when he came into the lecture room to perform a surgery.*
- *In the background information for the painting, you told us Dr. Gross was performing the first surgery to save a life without performing an amputation. It must be scary to be the first one to try out a new idea. I wonder how he learned that the body could heal itself?*
- *If Dr. Gross is a greathearted person, then greathearted must also describe people who discover and try new things to improve life for other people. Greathearted people must value learning and sharing their new knowledge with others, and they don't do this because they want to be famous.*

✓ On an index card, each student completes a Quick Write to define *greathearted*. Have students share their definitions. Record new characteristics on the “Greathearted” Chart from the beginning of the lesson.

ANALYZE A QUOTATION 20 MIN.

Whole Group

Now that we have added to our definition of *great heart*, let's use an Evidence Organizer to organize and explain our thinking. Remember the Focusing Question for this group of lessons is: *How does someone show a great heart, figuratively? What does Dr. Gross add to our understanding of this question? The new great heart words we use to describe Dr. Gross will become our focus statement for this Evidence Organizer. So now we are going to write a focus statement and find evidence to support it.*

Display the Evidence Organizer. Partner students and have them brainstorm focus statements. Have pairs report out while you record possible statements. As a whole group, select the best focus statement and put it in the Evidence Organizer.

TEACHER NOTE

If students are struggling to come up with a focus statement, give them the first part of the statement (**Dr. Gross was an important historical figure who showed great heart through...**) and then have students complete the sentence with the words they used in their definitions. Remind students that they completed an Evidence Organizer with the biographies of Clara Barton, Helen Keller, and Anne Frank. Explain that they should use the same process to complete the Evidence Organizer in this lesson.

How does someone show a great heart, figuratively?			
Focus Statement: <i>Dr. Gross was an important historical figure who showed great heart through his pursuit of knowledge and his compassion.</i>			
Context	Evidence	Source	Elaboration/Explanation
Why is this person famous?	What details support the focus? Quote or paraphrase.	What is the source of the evidence?	How does this show great heart?
▪ Medical doctor and teacher	▪ Dr. Gross believed the body could heal itself.	▪ Background discussion	▪ This idea saved many lives because doctors replaced the dangerous amputations with smaller surgeries.
▪ Doctor who performed new surgeries in front of lots of students	▪ "...upon what I may utter during the hour may depend the happiness or misery of hundreds, if not thousands, of human beings..."	▪ Quotation from Dr. Gross	▪ Dr. Gross understands that as a doctor and teacher he has a lot of power and can impact the lives of thousands of people. He is very brave.
▪ Medical doctor and teacher	▪ The lecture hall was full of students watching the surgery. Eakins made Dr. Gross the focus of the painting.	▪ Painting and quotations	▪ Dr. Gross was greatly respected even though his ideas were very different and not yet tested.

Distribute Handout 6B. Have students copy the class focus statement into their organizers.

✓ Groups work together to record evidence into their Evidence Organizers.

Create a small group of students who struggled to generate a focus statement or who struggled with previous Evidence Organizers, and lead them through the process by identifying the evidence and asking them probing questions to elicit their explanation.

Handout 6B: Evidence Organizer for Dr. Gross

Directions: Choose the best evidence to support your focus statement that Dr. Gross showed great heart. Write brief notes in the boxes. Remember to only write notes that support your focus.

How does evidence show great heart? Support it?

Focus Statement: Dr. Gross was an important historical figure who showed great heart through...

Context	Evidence	Science	Reflection/Explanation
When is this person famous?	What does support the focus statement or explanation?	What is the evidence?	How does this show great heart?

Name: _____
Date: _____

Land 10 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Distill: *How does Thomas Eakins' painting, Portrait of Dr. Samuel D. Gross (The Gross Clinic), and a close reading of Dr. Gross's quotation, extend my understanding of a figurative great heart?*

Review the Content Framing Question. Ask: "How do Thomas Eakins' painting and Dr. Gross's quotation extend your understanding of a figurative great heart?"

Scaffold

Consider using a sentence frame with English learners and others who need support with academic and content-specific language:

The painting and quotation about Dr. Gross helped me understand that a figurative great heart can also mean _____.

Wrap 5 MIN.

ASSIGN HOMEWORK

Collect index cards with new definitions of *great heart* and students' Evidence Organizers.

Have students think about the biographies they read earlier in this module. Have them pick one person and complete a pencil sketch of an important moment from that person's life, representing her great heart. As a class, brainstorm a quick list of things students might sketch.

Analyze

Context and Alignment

Students complete a Quick Write in which they expand their definition of *greathearted* (RI.4.4). Check for the following success criteria:

- Provides new characteristics of a figurative great heart.
- Connects the new characteristics of a figurative great heart to Dr. Gross.

Next Steps

If students are struggling to identify characteristics of Dr. Gross that show he had a figurative great heart, have them review the previous definitions of *greathearted*, and work with a small group to review the characteristics of Dr. Gross.

*Note that there is no Deep Dive in this lesson. Use any additional time to support practice of the vocabulary and/or style and conventions skills introduced in the module.