Fighting for Equality

Who can fight for equality?

Who deals with adversity?

8th grade language arts

Designed by Hannah Stone

ENED 6414

Fall 2012

Lists

**Readings**

The American Hero:

* *The Hunger Games* by Suzanne Collins (Fiction)
* “Too Soon a Woman” by Dorothy M. Johnson (Fiction)
* “Drummer Boy of Shiloh” by Ray Bradbury (Fiction)
* “Casey at the Bat” by Ernest Lawrence Thayer (Fiction)
* “The Deserter” by Irene Hunt (Fiction)
* “The People Could Fly” by Virginia Hamilton (Fiction)
* “Harriet Tubman: Conductor on the Underground Railroad” by Ann Perry (Nonfiction)
* “Paul Revere’s Ride” by Henry Wadsworth Longfellow (Nonfiction)

Overcoming Adversity:

* *Soul Surfer* by Bethany Hamilton (Nonfiction)
* “I Have a Dream” by Martin Luther King, Jr. (Nonfiction and media)
* “The First Americans” (Fiction)
* “American Indian Boarding Schools Haunt Many” by NPR (Nonfiction)
* “Camp Harmony” by Monica Sone (Nonfiction)
* “The Circuit” by Francisco Jimenez (Fiction)
* “Three Wise Guys” by Sandra Cisneros (Fiction)
* “Coming to America”
* *Flowers for Algernon* by Daniel Keyes (Fiction)

**Assignments**

*Minor:*

* Narrative and picture of a hero
* Narrative from perspective of narrator of “Too Soon a Woman”
* Comparison/contrast chart for “Too Soon a Woman” and “Harriet Tubman: Conductor on the Underground Railroad”
* Feather Circles
* Students will find an image online of a theme from “The People Could Fly” and write analytically about it
* Draw a picture of a scene from “Drummer Boy of Shiloh”
* Narrative about how they have changed in some way
* Discuss literary elements found in *The Hunger Games*
* Character game-Students will act as children from different districts from *The Hunger Games*
* Compare and contrast their personality with a character from *The Hunger Games*
* Pull quotes from *The Hunger Games* to show how characters change
* Find or write a song about a theme from *The Hunger Games*
* Narrative about this song
* Choose a symbol from *The Hunger Games* and write an alternate scene with the symbol
* Write how you feel you are similar to or different from Katniss
* Draw a scene from *The Hunger Games*
* Act out a scene from *The Hunger Games*
* Write about how you think the novel will end
* Narrative from Katniss’s point-of-view
* Research information about Paul Revere and the American Revolution
* Write persuasive piece
* Write about a time you felt challenged
* Find images of Native American boarding schools
* Generalizations “quiz”
* Compare and contrast internment camps with concentration camps
* Narrative of a time the student experience adversity
* Create a Facebook page as a character from *Soul Surfer*
* Play Kaboom! Students will fill out a grammar packet, then draw numbers to answer. If they are correct, they get a point. If not, everyone else gets a point.
* Socratic seminar
* Fishbowl
* Write a blog entry as a character from *Soul Surfer*
* Write about a song that describes the theme of *Soul Surfer*
* Talk show interview as characters from *Soul Surfer*
* House “floor plan” designating what happens in *Soul Surfer*
* Come up with items for Bethany’s memory box
* Narrative from Bethany’s perspective
* Draw an image from the novel
* Write about how you are similar to or different from Bethany
* Track Bethany’s emotional changes throughout *Soul Surfer*
* Write a script of a scene from *Soul Surfer* and act it out
* Find images online depicting adversity and write narrative about it
* Webquest about immigration
* Charlie Chart-Track Charlie’s progress in *Flowers for Algernon*

*Major:*

After completing *The Hunger Games,* I will put the students into groups of three and four. I will then assign each group an aspect of the novel: theme, symbolism, characterization, etc. The students will create a five minute PowerPoint to present to the rest of the class on their topic. The presentations should include images and quotes from the text. The students will have two days in the computer lab to finish their presentations and then we will spend a day in class presenting.

After finishing *The Hunger Games,* students will be allowed to choose a novel of their liking to read. Before the end of the unit, students will need to turn in something concrete that shows the literary elements they came across in their novel. They can either mark their actual books and turn those in, or they can type them out on a separate piece of paper with examples and page numbers.

Upon finishing *Soul Surfer,* the students will be asked to write a two-page paper about a theme of the novel(not dealing with adversity.) The students will need to be thinking about their chosen theme throughout their reading of the novel, and will have an additional week after finishing the novel before turning in the paper.

At the end of the second unit, the students will complete a multi-genre research project on a topic of their choosing. Essentially, the students will be turning in a portfolio consisting of different media and formats based on the unit as a whole. The students can choose from a list of what they would like to turn in, and will need at least five formats. These can include writing their own poem or narrative, finding and analyzing a song, video, photograph, or creating their own work of art.

**Assessments**

*Day-to-day:*

Most days will consist of a discussion based on the previous night’s reading. These discussions will be based on participation. Students will not be forced to participate, but they will know that they need to offer something to get points for the day. We will also do some form of hands-on activity each day which will also count as participation; as long as the students turn in something that they put effort into, they will receive full points.

*Major:*

The grade for the PowerPoint presentation will consist of participation, content, and visuals. Students will also be required to fill out peer evaluations, in order to ensure that all group members added to the project.

The identification of the literary elements will be graded based on accuracy and quality. Students will be given a list of the types of literary elements they should be looking for, and they must locate at least twenty.

The paper will be graded based on a rubric. More weight will be considered for body text and citations, with other considerations being grammar, spelling, and language use.

The multi-genre research project will be graded based on criteria being met and quality of work (effort shown). All five pieces will be weighted equally.

Rationale

The first major assessment the students will complete is a PowerPoint about an aspect of *The Hunger Games.* I feel like this is a good way to incorporate technology while still focusing on the important aspects of the novel, plus it is a good way to get students to work together. I feel that most students will be familiar with creating PowerPoints, but I understand that a few may not have had the opportunity or resources. Because of this, I will spend a class period doing a tutorial on PowerPoint. I think like many technological things, PowerPoint is easiest to learn by doing, so in this tutorial class, students will be able to play around with it themselves. The students will be working on this PowerPoint in their groups for three days, which will allow for plenty of time for help and questions from me, if needed.

The next major assessment the students will do is also after finishing *The Hunger Games.* The students will be able to read a novel of their choice. While reading, they should be taking note of the literary elements presented in the novel. While reading *The Hunger Games,* we will be doing the same thing, but as a class. This will give students an opportunity to independently practice identifying these elements. Because they will be finding the elements in a novel they chose, they will be more motivated to do the assignment.

After finishing *Soul Surfer,* students will be asked to write a two-page analytical paper about a theme present in the memoir. Upon going into my placement, I was unsure of what to expect from an eighth grade class. My kids had to write a two-page paper after finishing a memoir, so this assessment was influenced by my placement. We will go over the elements of an effective paper—introduction, thesis, transitions, support, and conclusions—in the weeks prior to the due date. I feel like this is a good idea to assign because middle school students need all the writing practice they can get. Once they get to high school, they will be asked to write more and more, and the only way to feel confident in writing is to practice. Though a paper is not necessarily the most unique assignment, it is still a good skill to practice.

At the end of the semester, the students will complete a multi-genre research project on a topic of their choosing (Romano 109). Students can also choose which types of entries they would like to have, but we will look at examples of multi-genre research projects and also at examples of each type of entry. I am assigning this because I think it is a fun way to practice your writing skills. It gives students the freedom to choose their focus and which types of texts they focus on, which will allow them to focus on their own individual strengths.

**Explain how and why you determined which texts (fiction, non-fiction) and media (print and non-print) would be used. Connect to standards as appropriate and possible.**

The way I worked on my semester calendar may have been a bit backward. First, I selected the novels I would be teaching each unit. I chose *The Hunger Games* first because it’s one of my favorite novels, it’s recently become very popular, and it’s geared right toward eighth grade. One issue I thought of when I chose this text is that most likely most of my students will have read it and even more will have seen the movie. However, I don’t see an issue in having students read a book a second time. I think it’s most important to choose an interesting text to ensure that your kids are reading; even if they are reading a second time, they’re still reading. In addition, I know when I read books a second time, I find so much more information that I quickly read through the first time or that I just didn’t notice. Especially with a book like *The Hunger Games,* it’s great to read a second time because you know what is going to happen, which allows you to view the whole story from a different perspective. Finally, the book is very different (and much better) than the movie.

I had a more difficult time choosing my second text. I looked through the novels that have been rated by the State, but there are very few to choose from that are on an eighth grade level. I chose *Soul Surfer* by looking through the suggested lesson plans for the eighth grade and thought it would fit in well with some theme ideas I had in mind. I almost chose *To Kill a Mockingbird,* but the best way I could find to relate it to *The Hunger Games* is coming-of-age, in which case there would only be one theme for both. I felt like having two strong female leads was great, and I could relate the themes of heroes and adversity in both texts.

One issue I might hypothetically run across in this instance is the appeal the texts have for non-readers. I know that boys would rather read about boys, and even girls would rather read about boys, which makes no sense to me (Blackford 85). I, personally, would much rather read about girls, though I am willing to read anything. I also struggled with the fact that, though one text is literary and one is informational, neither text is canonical. I generally prescribe to the 50-50 canonical/modern text theory (Gallagher 109). However, my answer to these two conundrums is almost the same: the main character in *To Kill a Mockingbird* is a girl, and she’s also under ten throughout the novel, which would still make it difficult to relate to her for my hypothetical kids. As much as I would have liked to find a book to use with a male protagonist, I think this presents a good opportunity to try to get my kids to associate themselves more with characters of any gender. If that doesn’t work, I can always say something about using minorities—women count!

From there, I chose my short pieces. Again, I had a difficult time with this part. I can only think of the same few short stories, none of which were age-appropriate or related in theme. For this, I turned to the literature book we are currently using in my placement. At this point, the theme for my first unit was just “heroes”, but the textbook had an entire section devoted to American heroes. I thought this was a better idea, because it narrows down the focus and at the same time focuses on the “everyday hero” rather than a superhero, which I was going for. I was concerned that calling Katniss an American hero was a stretch, though it can’t be denied that she technically lives in America and has American qualities.

When I was choosing the short stories, I was looking for a range of protagonists and types of literature. A few are informational and they are all pretty diverse in regard to characters. I felt it was necessary to include the pieces about well-known figures of American history like Harriett Tubman, Paul Revere, and Martin Luther King, Jr. I also wanted to mix it up from there a bit more, so I included an NPR article, a sound recording, and a photograph that could serve as texts.

**Discuss connections among the units within your Semester Calendar. Explore how they relate to one another to create a coherent semester of study in both theme and content. Thematic connections are up to you. Particular to content, explain why you chose the order presented. How does that order support student learning? Specify what students must know/understand before moving forward. For example, they can probably move forward if they can’t yet analyze how an author uses rhetoric to advance a point of view or perspective (Info. Text 9-10.6) if you are introducing the topic. If, however, the next thing students will be asked to do is write a paper exemplifying their ability to create a substantive argument (W 9-10.1), they shouldn’t move forward. Thus, as their teacher, explain what will happen in your class if some students don’t master the requisite content in the given time. (You may assume students master some of what you teach, but realistically, consider two to three elements they might not master.)**

My units are “American heroes” and “Overcoming Adversity.” I like the idea of these two together because I feel like the ideas overlap—generally, we find heroes during times of struggle. I also wanted to focus on “everyday heroes” rather than superheroes, and adversity is what these heroes overcome. Finally, adversity is, unfortunately, a huge part of American history. Focusing on the adversity in our country’s past is a great way to be able to recognize our American heroes. I placed the first theme purposefully for a number of reasons. First, I thought reading *The Hunger Games* would be great way to get the kids excited about the year and the class.

Second, the supplemental texts will give the students great background knowledge or at least refresh their memories in terms of cross-curriculars, mainly social studies. For example, reading about Paul Revere in a short text will give them some information about the American Revolution without being completely overwhelming. I also wanted to alternate between the more modern pieces and the more informational pieces. I feel as if the modern pieces are more enjoyable to read, and I didn’t want to stack a bunch of informational pieces on top of one another for the students.

While reading, students should be focusing on the literary elements of the pieces—things like theme and characterization—since these are the bases of the major assessments. I think as long as they make some sort of a connection with the text—relating to the theme or recognizing a character that is similar to someone they know—then they can move on. Being able to relate to a text is what a lot of the class activities are about; though these won’t provide major grades for the students, they should provide me with some assessment evidence to make sure the students are attempting to relate.

If there are some issues with some students struggling with any material, I think it would be okay to slow down a bit and spend more time on the text or section we are on. I think another good way to handle this is to have students work in groups—something they will be doing anyway—in order to encourage the students to participate more in discussion. Hopefully if I can’t shed some insight for these students, the other students will be able to help in some way. Of course, I would be willing to work with them one-on-one, as well.

**Demonstrate how your SC supports interdisciplinary instruction. Explain how teachers of other contents contribute to students’ learning within your plan.**

Many of the supplementary texts I chose to use are integrated with what the students will learn or have learned in their social studies classes. Particularly in the “American Heroes” unit, but really in both units, there is a focus on events and the people involved in them from American history that relate to the themes. As an English class, we will talk about these events on the surface level to ensure that students understand fully the implications the texts have, but it is really up to their past and present social studies teachers to go in-depth on the topics.

**Show how your SC addresses and assesses workplace, real world, 21st century literacies.**

The main purpose of the activities we will be doing is twofold. First, students will be reading about situations unlike any they may have experienced in their own lives. They will be learning about historical events and people that they should know about as adults. Second, they will be attempting to relate their own lives to these stories. This requires empathy, reading skills, and analytical skills. Students will be putting themselves into the places of characters and comparing and contrasting their own lives and situations with those of the characters. Even if they have never been in that situation, they will learn how to empathize with people of all backgrounds, a skill that is necessary to succeed in real life.

**Explain how and why you have integrated technology and digital literacy into your curriculum design.**

The first way students use technology in my semester calendar is during their first major assessment. They will be working in groups to create PowerPoint presentations about a particular aspect of *The Hunger Games.* For eighth graders, PowerPoint is nothing new, but I still believe knowing how to use it is an important skill to have for high school, college, and the workforce. The next way I include digital literacy is toward the end of the first unit. I will choose images and videos from the internet that depict a variety of images of heroes. Students will analyze these for content and presentation. They will also discuss whether they believe the images and videos are successful in achieving whatever outcome they were looking for and then apply their own connotations to these images.

Throughout the whole semester, students will be analyzing images relating to the themes and texts we study. The best way to practice this analysis is to literally practice, but most of these we will be doing as a class. I will tell students particular aspects of images to look for, but it will be up to the students to analyze these aspects. What I feel is most important to take from these analyses is the different viewpoints that may be present. One student may interpret an image in a completely different way than a peer. This is fine, as long as both students can explain what they see and what that may mean. This sociocultural framework is the important part of the assignment (Beach, Appleman, Hynds, and Wilhelm 44).

The next activity students will do digitally is a Webquest about Paul Revere and the American Revolution in preparation of reading “Paul Revere’s Ride” to ensure they fully understand what is going on in the text. That same week, in preparation of writing a persuasive piece, students will review articles and videos that use persuasive techniques and analyze how successful these are in their attempts. At the beginning of unit two, the students will read Martin Luther King, Jr.’s speech“I Have a Dream”, then listen to the speech the next day and compare and contrast the effectiveness of each. The next day, students will view infamous images and analyze these to attempt to find the message they are sending. Again, students will analyze each aspect of the images, from color to any props that are included.

While reading *Soul Surfer,* students will take a couple days during the first week to “get into character” and create Facebook pages and blog entries for selected characters from the memoir. This is will be done in an effort to get students to think empathetically, as the memoir is about themes such as courage in the face of adversity. Later in the unit, students will find their own images depicting adversity online and then write a narrative about what these images make them feel. These narratives should pull from personal experience, again to encourage students to think empathetically. The next day, students will do a Webquest about the immigration experience in preparation for “Coming to America.” Not only will this allow students to understand exactly what was going on during this time, but students will hopefully be able to relate to these people in some way, though they may feel this is a past issue. In reality, this is still a hot button issue, and students should be informed about what immigrating entails in an effort to educate them before they choose a side.

**Discuss how your SC demonstrates your consideration of diversity (linguistic, economic, cultural).**

My semester calendar, by nature, takes diversity into account—one of the themes is adversity, which arises in situations of diversity. The other theme, the American dream, takes into account stories from all types of economic and cultural situations. Everything we read deals with some issue of diversity—in *The Hunger Games,* we deal with the disparities between the social classes; in *Soul Surfer* we read the firsthand account of how a young girl dealt with a life-changing injury; all of the short stories feature characters and stories from diverse cultural and economic situations. Many of the activities we will be doing require the students to attempt to relate to these characters and situations, and to find ways in which their own lives are similar to and different from those in the texts.

**Explain how you will assess the CCS.**

The students will have the opportunity to complete assessments that deal with all aspects of the text—characters, plots, themes, etc. They will also be comparing and contrasting the texts with each other, citing textual evidence. They will be reading both literary and informational texts, and will also complete many writing assignments—both narrative and argumentative. When writing, part of the assessment will deal with things like conventions, grammar, and spelling. Finally, they will have many opportunities to engage in speaking and listening—formally and informally. They will be presenting to the class throughout the semester, and will be formally assessed during these presentations and class discussions.

Syllabus

**Course:** 8th grade language arts

**Room number:** 123

**Email:** [hjstone3@gmail.com](mailto:hjstone3@gmail.com)

**Attendance policy:** You are expected to attend class every day. Excused absences are considered with a note from your parent or guardian, and are only considered when due to personal and family illness or death of a family member.

**Tardy policy:** You are expected to be in your seat when the bell rings. After your third tardy, your parent or guardian will be contacted. After your fourth tardy, you will be referred to an administrator.

**Late work policy:** Late work will be accepted up to 3 days after the due date at a penalty of ten points per day.

**Missed work policy:** If you are absent, upon your return to school please check the table in the back of the classroom for missed handouts and assignments. I will also post handouts and assignments on the class blog daily.

**Revision policy:** My class operates under the mastery theory. Therefore, if you are not satisfied with the work you have done and/or the grade you received, you may revise it until you receive a grade you are satisfied with. Revisions must be submitted within three school days of initial grading.

**Classroom procedures:**

1. Each class will begin with five minutes of journaling. Students are expected to enter the classroom and being writing quietly immediately.
2. Students will be allowed to return to lockers if needed with a pass.
3. Students are allowed to move around the room during instruction if needed as long as they are not being disruptive.
4. My class will consist of mainly class or small group discussion, so participation is necessary.
5. If you finish work early, you should quietly do other homework or read.
6. I will let you know when one minute of class is remaining in order for you to begin gathering your things. You should remain in your seat until the bell rings.
7. All homework will be written on the board and on the class blog.

**Classroom rules:** 1. Be punctual

2. Stay on task

3. Be prepared

4. Be respectful of others and yourself

5. Be honest

**Classroom consequences:**

1st offense: Warning

2nd offense: Write one page explaining the issue and how to resolve it

3rd offense: Detention

4th offense: Parent or guardian contact

5th offense: Referral

**Required materials:** Pens

Paper

Textbook or novel (if applicable)

Calendar

Weeks 1, 2, and 3

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| What will you teach? These weeks will be an introduction to the unit. We will read four short stories and begin *The Hunger Games* in the third week. Students will complete a variety of minor assessments. Because many of the short texts we will be reading have bases in history, we will be discussing their backgrounds.  CCS: ELACC8RL2  ELACC8RI3  ELACC8RL5  ELACC8RI6  ELACC8SL1  Guiding Questions:What is an American hero?  What characteristics do heroes have?  What commonalities do all heroes share? |
| How will you teach? Why will you use these techniques? What are you not using? Why did you choose against these techniques? I will focus on class discussions but include at least one hands-on activity per day to break up the monotony. Students will also be completing most of their minor assessments cooperatively. Because the purpose of this unit is to get students to make connections between themselves and the characters from the texts, working in groups allows the students to see a variety of perspectives. |
| What will students do to practice skills/processes taught?  Write narratives  Compare/contrast charts  Analyze images  Find examples of literary elements in *The Hunger Games*  Act as characters from *The Hunger Games*  Track character changes from *The Hunger Games*  Class discussions |
| How will you know students have learned (assessment plans)? The students will turn in each activity for a participation or effort grade. They will also receive a participation grade for their involvement in class discussions. |

Weeks 4, 5, and 6

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| What will you teach? The students will continue to read *The Hunger Games.* The students will also have their first major assessment, where they will complete a group PowerPoint. During each class, students will also work on minor assessments and activities.  CCS: ELACC8RL1  ELACC8RL2  ELACC8RL3  ELACC8W3  ELACC8SL1  ELACC8SL5  Guiding Questions: What are the symbols from *The Hunger Games?*  What is important about the setting of the novel? |
| How will you teach? Why will you use these techniques? What are you not using? Why did you choose against these techniques? I will again focus mainly on class discussions and hands-on activities while avoiding lecture. I feel that lecture is only effective in particular classes, language arts not being one of them. |
| What will students do to practice skills/processes taught?  Write a song about a theme  Write narratives  Write an alternate scene for *The Hunger Games*  Work in reading circles  Compare and contrast themselves with Katniss  Create a PowerPoint about an aspect of *The Hunger Games*  Draw a scene from *The Hunger Games*  Act out a scene from *The Hunger Games*  Class discussions |
| How will you know students have learned (assessment plans)? The students will turn in any classwork for a participation grade. The PowerPoint presentations will serve as a major assessment. |

Weeks 7, 8, and 9

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| What will you teach? Now that the students have finished *The Hunger Games,* we will continue reading short stories. Students will also continue completing minor assessments each class period. This section of the unit also puts an emphasis on writing, both narrative and persuasive. Not only will students practice writing, but we will also build their knowledge about the techniques involved in these types of writings by viewing examples and discussing them. Finally, I will introduce the idea of Socratic seminars to them and give students the opportunity to practice their speaking skills.  CCS: ELACC8RL2  ELACC8RI2  ELACC8W1  ELACC8W3  ELACC8SL1  Guiding Questions: What is a hero?  What are some techniques used in persuasive writing? |
| How will you teach? Why will you use these techniques? What are you not using? Why did you choose against these techniques? I will continue using hands-on activities and class discussions in an effort to engage the students. I will still avoid using lectures in class. |
| What will students do to practice skills/processes taught?  Write narratives  Discuss images  Webquest about Paul Revere and the Revolution  Read and view examples of persuasion  Write a persuasive piece  Socratic seminar  Class discussions |
| How will you know students have learned (assessment plans)? Students will receive participation grades based on class discussions. For their persuasive pieces, they will be graded based on the strength of their arguments. |

Weeks 10, 11, and 12

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| What will you teach? This section of the unit will really focus on analyzing different types of texts, from sound recordings to paintings to photographs, for effectiveness. In the last week, students will also begin reading *Soul Surfer.* Many of their in-class activities will require that they focus on the emotion of the story and attempt to relate or at least understand it.  CCS: ELACC8RL2  ELACC8RI2  ELACC8W3  ELACC8SL1  Guiding Questions: How do we face challenges every day?  What are some examples of adversity from American history? World history? |
| How will you teach? Why will you use these techniques? What are you not using? Why did you choose against these techniques? This section of the unit requires a lot more analysis of media and discussions based on these findings. Again, there are still hands-on activity and little to no lecturing. |
| What will students do to practice skills/processes taught?  Write narratives  Compare and contrast audio to text  Discuss images  Create a Facebook page as a character from *Soul Surfer*  Play a grammar game  Class discussions |
| How will you know students have learned (assessment plans)? Students will turn in any classwork to demonstrate participation. |

Weeks 13, 14, and 15

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| What will you teach? Students will continue working on focusing on characters from *Soul Surfer* and attempting to get “into” the novel. This section includes a lot of creative writing pieces about thenovel. With the class discussions and the “Fishbowls” used in the first week, students will get to work on their discussion skills extensively.  CCS: ELACC8RL2  ELACC8W3  ELACC8SL1  Guiding Questions: What are the themes in *Soul Surfer?*  How does Bethany change throughout her memoir? |
| How will you teach? Why will you use these techniques? What are you not using? Why did you choose against these techniques? This part of the unit focuses on activities that will help the students get “inside” the novel and understand how the characters are feeling at this time. These activities are hands-on. |
| What will students do to practice skills/processes taught?  Socratic seminar  Write narratives  Act as characters from *Soul Surfer*  Come up with Bethany’s “memory box”  Draw an image from *Soul Surfer*  Track Bethany’s emotions throughout *Soul Surfer*  Fishbowls  Class discussions |
| How will you know students have learned (assessment plans)? Students will turn in classwork for a participation grade. |

Weeks 16, 17, and 18

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| What will you teach? The first week, students will finish up with *Soul Surfer* and work on some creative writing and acting which will require that the students really engage with the text in order to be successful. They will also have to write an analytical paper as a major assessment upon finishing the novel. Afterward, we will return to short stories for the remaining two weeks. Students will also work on their culminating major assessment, their multi-genre research project.  CCS: ELACC8RL1  ELACC8RI1  ELACC8RL2  ELACC8W2  ELACC8W3  ELACC8W4  ELACC8SL1  Guiding Questions: What are various examples of adversity? |
| How will you teach? Why will you use these techniques? What are you not using? Why did you choose against these techniques? The last weeks of this unit go back to reading short stories and discussing them as a class. The students will also do some creative writing to further analyze the reading. |
| What will students do to practice skills/processes taught?  Write a script of a scene from *Soul Surfer* and act it out  Write narratives  Analytical paper about *Soul Surfer*  Webquest about early immigration to America  Chart Charlie’s progress in *Flowers for Algernon*  Multi-genre research project  Class discussions |
| How will you know students have learned (assessment plans)? Students will have two major assessments during these last three weeks. First will be the paper about a theme of *Soul Surfer,* and second is the multigenre research project. Students will also be given participation grades based on classwork and discussions. |

Works cited

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Calendar

**Week 1: Start unit 1-“American Heroes”**

Monday Introduction to unit

Have students write a narrative and draw a picture about their idea of a hero

Tuesday Read “Too Soon a Woman”

Discussion

Wednesday Have students write a narrative from the narrator’s perspective

Thursday Read “Conductor on the Underground Railroad”

Discussion

Have students work in groups to create a comparison/contrast chart for these two stories

Friday Feather Circle Friday

**Week 2:**

Monday Read “The People Could Fly”

Discussion

Tuesday Find pictures from this theme and time period and have students discuss

Students will choose one image to write analytically about

Wednesday Read “Drummer Boy of Shiloh”

Discussion

Thursday Students will draw an interpretation of the story and have a gallery viewing

Friday Feather Circle Friday

**Week 3:**

Monday Introduce *The Hunger Games*

Pre-reading activity-Students will write a narrative about a way they have changed

Homework-Read to page 20

Tuesday Discussion about the setting

Play character game-Assign students roles as children from each district and have them talk to each other in character

Homework-Read to page 40

Wednesday Discussion about characters

Have students compare and contrast their personality with that of a character

Homework-Read to page 60

Thursday Discussion about the themes of the novel

Have students pull out quotes from the novel that show how the characters have changed

Homework-Read to page 80

Friday Feather Circle Friday

Homework-Read to page 100

**Week 4:**

Monday Continue to discuss themes of the novel

Have students think of a song or write their own song about a theme relative to the novel

Homework-Read to page 120

Tuesday Students will share with the class the song they chose or wrote

Students will write a narrative about the song they chose or wrote

Homework-Read to page 140

Wednesday Discussion about symbolism

Students will choose a symbol and write an alternate scene involving the symbol

Homework-Read to page 160

Thursday Students will read each other’s narratives in reading circles

Continue discussion about symbolism

Homework-Read to page 180

Friday Feather Circle Friday

Homework-Read to page 200

**Week 5:**

Monday PowerPoint tutorial

Homework-Read to page 220

Tuesday Students will work in groups to create a PowerPoint to teach class about an aspect of the novel (theme, symbolism, setting, etc.)

Homework-Read to page 240

Wednesday Students will continue to work on their presentations

Homework-Read to page 260

Thursday Students will present their PowerPoints

Homework-Read to page 280

Friday Feather Circle Friday

Homework-Read to page 300

**Week 6:**

Monday Reading circles

Homework-Read to page 320

Tuesday Have students draw what they believe is an important scene from the novel and have a gallery viewing

Homework-Read to page 340

Wednesday Have students act out portion of the text

Discuss voice used

Homework-Read to page 360

Thursday Students will write a narrative of how they believe the novel will end

Students will present to class and compare endings

Friday Feather Circle Friday

Homework-Finish the novel

**Week 7:**

Monday Read “Casey at the Bat”

Discussion

Tuesday Have students write a narrative from the protagonist’s point of view

Have students discuss in small groups

Wednesday Read “The Deserter”

Discussion

Thursday Present class with various images and videos of the media’s depiction of heroes

Discuss any discrepancies

Friday Feather Circle Friday

**Week 8:**

Monday Read “Paul Revere’s Ride”

Discussion

Tuesday Have students research information about Revere and the Revolution

Students can discuss in small groups their findings

Wednesday Review persuasive writing in articles and video clips

Have students write a short persuasive piece

Thursday Have students workshop piece in small groups

Friday Feather Circle Friday

**Week 9:**

Monday Introduce students to the idea of a Socratic seminar

Tuesday Continue Socratic seminar

Wednesday Wrap-up discussion

Thursday Literary elements due

Students will discuss their findings in groups

Friday Feather Circle Friday

**Week 10: Start unit 2-“Overcoming Adversity”**

Monday Introduction to unit

Have students pre-write about a time they felt challenged in some way

Tuesday Read “I Have a Dream”

Discussion

Wednesday Play “I Have a Dream” audio

Have students compare how they felt while reading versus listening

Thursday Show students “Migrant Mother” picture and discuss background

Friday Feather Circle Friday

**Week 11:**

Monday Read “The First Americans”

Discussion

Tuesday Read NPR article “American Indian Boarding Schools Haunt Many”

Discussion

Find paintings of the theme of the article and have students discuss them

Wednesday Read “Camp Harmony”

Generalizations “quiz”

Thursday Have students compare and contrast internment camps with concentration camps

Discuss the quote from Rousseau: “Man is born free; and everywhere he is in chains.”

Friday Feather Circle Friday

**Week 12:**

Monday Introduce *Soul Surfer*

Have students write and share a narrative of a time they faced adversity

Homework-Read to page 10

Tuesday Go over expectations for *Soul Surfer* paper

Homework-Read to page 20

Wednesday Clear up any questions about paper

Play Kaboom! (Grammar game)

Homework-Read to page 30

Thursday Have students write a blog entry as a character

Homework-Read to page 40

Friday Feather Circle Friday

Homework-Read to page 50

**Week 13:**

Monday Socratic seminar

Homework-Read to page 60

Tuesday Have students find a song about a theme in *Soul Surfer* and write about it

Homework-Read to page 70

Wednesday Socratic seminar

Homework-Read to page 80

Thursday Have students pretend they are on a talk show interviewing each other as characters from *Soul Surfer*

Homework-Read to page 90

Friday Feather Circle Friday

Homework-Read to page 100

**Week 14:**

Monday Fishbowl

Homework-Read to page 110

Tuesday Have students collectively draw and fill in a house “floor plan” designating what happens in *Soul Surfer*

Homework-Read to page 120

Wednesday Fishbowl

In groups, students will come up with items that Bethany would put into her “memory box” and discuss their significance

Homework-Read to page 130

Thursday Students will write a narrative from Bethany’s perspective

Homework-Read to page 140

Friday Feather Circle Friday

Homework-Read to page 150

**Week 15:**

Monday Students will choose an image from the novel to draw

Class viewing

Homework-Read to page 160

Tuesday Have students write a narrative about they are similar to and different from a character from *Soul Surfer*

Homework-Read to page 170

Wednesday Have students create a trajectory of Bethany’s emotional changes throughout the novel

Homework-Read to page 180

Thursday Have students choose a song that describes Bethany and share with the class why they chose that song

Homework-Read to page 190

Friday Feather Circle Friday

Homework-Read to page 200

**Week 16:**

Monday In small groups, students will pick a scene from the novel and write a script

Homework-Finish novel

Tuesday Students will act out their skits for the class

Wednesday Read “The Circuit”

Discussion

Thursday *Soul Surfer* paper due

Students will write a narrative from the protagonist’s point of view and read in literature circles

Friday Feather Circle Friday

**Week 17:**

Monday Read “Three Wise Guys”

Discussion

Tuesday Students will find images online of adversity and write a narrative about what they feel when they look at the image

Wednesday Read “Coming to America”

Webquest

Thursday Students will discuss in small groups what they found during the Webquest

Friday Feather Circle Friday

**Week 18:**

Monday Begin “Flowers for Algernon”

Discussion

Chart Charlie’s progression

Tuesday Continue “Flowers for Algernon”

Discussion

Chart Charlie’s progression

Wednesday Finish “Flowers for Algernon”

Discussion

Chart Charlie’s progression

Thursday Wrap-up discussion

Friday Multi-genre research project due

Feather Circle Friday