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### Unit on Social Stratification and Discrimination

Social stratification is as prevalent in High School as desks and chalk boards. It has become an informal part of the institution and the holding rail in the stairwell of adolescent growth. Adolescents are surrounded by their peers. According to a study done by Csikszentmihalyi and Larson (1984), adolescents spend more than half their waking hours with friends and peers and only 5 percent with their parents. These peers can influence them, support them, and in some cases, torment them. As if they were choosing sides, or at least forming alliances, adolescents divide up into different groups or cliques delineated by socioeconomic status, appearance, behavior, or cultural preference. Groups found in High School today are labeled as jocks, preppies, geeks, rednecks, sluts, punks, nonconformists, normals, gangstas, and outcasts. Although the names sometimes change, cliques have been around for decades. So why spend precious class time discussing them?

Cliques have been around for a long time, but their influence on the lives of adolescents is growing. Social status in High School has higher stakes on the life of an adolescent now than it did twenty years ago. The social strata have become volatile, with interactions between groups becoming more violent. Two instances that have caught America's attention are the massacres of Columbine High School in Littleton, CO where two students wounded 23 people and killed 15 including themselves, and Heath High School in Paducah, KY where a student killed three students and wounded five others in a prayer group. Social dissonance has proven to be deadly. Students are singled out or separated for classifications and discriminations that, for the most part, disappear after graduation. Students are so blinded by their differences that they rarely see their similarities. If students could see the points of view, thoughts, and feelings of students in a different clique, they would see more similarities than differences. This would bring about an understanding, which would lead to the construction of tolerance.

Literature is a powerful vehicle to illuminate the dynamics of social discord as well as presenting the different viewpoints of people in conflicting social cliques. Issues addressed in works like *The Outsiders*, by S.E. Hinton and *The Chocolate War*, by Robert Cormier are germane to students immersed in social stratification. Because they are stories, they are somewhat separated and secure, allowing the student to

see the discrimination against a particular group and even relate to both the discriminators and the discriminated. It is safe for the students to relate to the characters in the stories as they read them, for they can be with the characters without the intense scrutiny of their peers. This is a stepping stone to a deeper discussion of the issue.

In addition to many novels and short stories that address the issue of social stratification among adolescents, nonfiction essays have been published, especially in the wake of Columbine. Peter Applebome has written an article entitled "Alma Maters: Two Words Behind the Massacre" which covers the topic of cliques in High School. Jon Katz has written an enlightening essay entitled "Voices from the Hellmouth" on what he calls "geek profiling," which is what the nation's schools did after the Columbine incident when they went on a "panicked hunt for the oddballs in High School, a profoundly ignorant and unthinking response to a tragedy that left geeks, nerds, non-conformists and the alienated in an even worse situation than before." This essay sparked a flood of responses with over 480 pages of accounts and anecdotes from the "oddballs" across the country discussing their tormented lives in the schools. Part two of the story, "More Voices from the Hellmouth" elicited another 350 pages of responses. These responses come from both males and females who are made fun of or alienated for being different. Most of the participants are still in High School, but some have already graduated and are working in high-tech, high-paying jobs. Their message: hang on, survive; it gets better after you graduate.

Two examples: An anonymous participant titles his response "I think I'm going to be next." He writes, "I've got a year to go in this hell, and I just can't take it anymore. I stole a gun from my next door neighbor's house last week. I take it with me to school every day now. Next time one of our precious 'student athletes' tries to beat me up, I WILL F—KING KILL HIM!!!!!!" The next several responses were from people trying to talk him out of it.

Another respondent submitted her comment under the title geekgirls: "Geeky females get to deal not only with the pervasive anti-intellectual bent of American Schools, we also have to deal with a culture that tells us that if you're young and female and don't look like a supermodel, you don't count. Being female in HS is hard enough; being a female and a geek is worse. IME you've gotta be 'one of the boys' to be accepted/respected by geek guys, and that's not always the greatest either."

Something serious must be going on in the schools for such stories as the ones above to exist. The situation is real, and although not every instance ends up in the bloodbath like Columbine, lives are still damaged. The issue is relevant and ubiquitous, and the best place to address it is in the schools.

One may ask, "why examine social cliques or teach tolerance, both nonacademic issues, in an English class?" There are two answers: both are relevant to the student and are themes addressed in many works of literature. Some students consider school separate from "real life." In this statement, "school" refers to the six classes the child attends each day. "Real life" consists of the minutes between classes, lunch break, home life, work life, and social life. For many students, real life is very stressful. It can also be enjoyable and meaningful or harsh and tragic. In any case, it is real, and when real life is so consuming, school seems irrelevant. Introducing a unit of this sort into the classroom is introducing relevance to the student. Students have a personal stake in this topic, which makes them more involved. Student involvement leads to learning and problem solving, which are both goals of education. "Unless someone actually feels tension, concern, interest, inquisitiveness, and curiosity, there is no problem" (Shermis 1992). High school students can definitely see social stratification as a problem. The peculiar thing is that

it almost all but disappears when students leave high school.

Social stratification and the struggles it brings is a topic widely discussed in literature. The most famous example is *Romeo and Juliet*. The family feud between the Capulets and the Montagues ended in the death of several people in the play. Also, students use writing to express and cope with their emotions. Reading, writing, and reflecting on the consequences of discrimination will help students generate thoughts, order them, and express them with greater effectiveness and confidence. There is also a growing push for Character Education. Working with the issues of discrimination and tolerance helps students construct meaning of what it means to have character. They take possession over their character growth through dealing with these issues as they affect their lives. As students grapple with uncomfortable situations portrayed in the texts they read, coupled with their own reflective writing, they will begin constructing an understanding of people who seem different. They will construct an understanding of how a lack of tolerance is personally and communally destructive. They will construct an understanding of what a productive and positive regard for others entails, and they will construct good character traits. And since the students own the construction of these traits, they will be more easily accepted, adapted, and applied to their lives than pre-fabricated traits that are handed to them through didactic means.

A growing concern for parents is their child's safety. With the recent outbreaks of violence in Schools parents feel the need for a safer environment for their children. An important point, however, is that the violent relationships between the aggressors and the victims have not been formed in isolation. The student body makes up an environment in which all play a part (Smagorinsky). Groups are accepting towards one type of person or personality and rejecting towards another. In many cases, this rejection is hostile, taking on the form of teasing, tormenting, bullying, etc. Every party in these examples makes up the environment. A violent environment involves both the aggressor and the victim. It takes two to tango. Kingery, et al., state that violence is a function of vulnerability and delinquency. When students feel vulnerable, or are made to feel vulnerable by their peers in a hostile environment, they may develop violent behavior. The best way to change the chance for violent behavior is to change the environment. The environment is constructed by its inhabitants; therefore, helping the inhabitants develop tolerance for different people helps reduce the possibility of violence in the schools.

This country and the world as a whole are becoming more and more diverse and crowded. As the population increases, so will tensions between different groups of people. If we look at this problem openly and reflectively in the classroom using examples relevant to the students such as the problems concerning the social stratification in High School, students as future adult citizens will be aware of the dangers concerning tensions and intolerance. As autonomous citizens, they will be empowered to do all they can to help each other get along, which is a step in the direction of life, whereas the reticence and indifference to the situation can lead to death as it has happened in Littleton, Colorado and Paducah, Kentucky.

It is important for our students to be honest with themselves when they think about discrimination. Students are more ready to notice when they are being discriminated against than to recognize when they are being the discriminators. Throughout this unit, the students will be reflecting on experiences where they have played either role. Discrimination could be many things. The student could have stood by idly while a friend made fun of another student. The student could have been the one doing the pestering. The student could have been insensitive to another, rude, or even violent. The purpose of this writing is not, however, to judge those who have been insensitive to others. The purpose of this reflective writing is to

make students aware of the sometimes subtle acts of discrimination and to foster the mindset to stay attentive to the feelings of others. When students become mindful of their conduct, they will become more tolerant of others different than them and less tolerant of improper behavior.

*The Outsiders* portrays the schism between cliques, the socs and the greasers. The socs, which stands for socials are the affluent, preppy kids and the greasers are the poorer hoods. The two groups act violently towards each other resulting in the death of a soc. The novel shows the affects of the disruption between the two groups on the individuals in each group. The reader sees how a person's affiliation with a group automatically makes him the enemy because of his appearance while ignoring the individual. The peer group is defined as superficial, illuminating the humanity hidden behind its façade.

*The Chocolate War* tells the story of a boy who refuses to be bullied by the popular group that basically runs the School. As the story progresses, the boy goes from hero to outcast to victim, with the story presenting a brutally honest portrayal of social structure in high schools.

These two novels, as well as short stories poems, plays, nonfiction essays and reflective writing from the students are whole language approaches to a problem that spans grade levels and subject areas. Not only is the topic germane to the English classroom, but to all of high school and the working or college world that follows. In addition to focusing on the issues of social stratification, I plan on having the students work together on in class projects that somewhat model the things they will do when they leave high school or college. The students will be writing proposals, letters, speeches, and creating artistic and narrative texts as well. The students will learn how to craft the art of inquiry, for the right answers require the right questions. I've done research on student led class discussion and it shows that when the students own the questions that they discuss, they feel that they own their learning and are more involved in it. This is important, for the students are in the class to learn. Using real life situations in the classroom also motivates the students to learn. When their efforts matter to them, they tend to focus more on what they are doing, and when they are working in groups, students do not have time in class to focus on each other's differences, for they are working together.

## References

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Kingery, P., McCoy-Simandle, L. & Clayton, R. (1997). Risk factors for adolescent violence: The importance of vulnerability. *School Psychology International*, 18, 49-60.

Shermis, S (1992). *Critical Thinking: Helping Students Think Reflectively*. Bloomington, Indiana: Edinfo Press.

## Out of Class Goals for Thematic Unit

### Students are required to choose one out of the four goals

1. You will write a short story about a conflict between two peer groups or between a peer group and an 'outsider'. This story will be written twice: once in the point of view of peer group A and once in the point of view of peer group B or outsider. The story should be fully developed and the conflict should be resolved. The resolution can be positive or negative, or resolving not to resolve it at all. After you have

written the two versions of the story, explain, in a short essay, why:

- You chose the particular peer groups
- You chose the specific conflict
- You chose to resolve it in the way that you did

Include in your essay as an addendum the response to the following question:

If these two stories were published, which one would be more successful? Why? (Be sure to address how you think society looks at social stratification)

### **Rubric for Goal 1**

An "A" story

- Has a fully developed plot, characters, and conflict,
- Has convincing points of view for each version, showing no bias for one version over another,
- The follow-up essay clearly explains why you chose the particular peer groups and characters,
- Clearly explains why you chose the specific conflict
- Clearly explains why you chose to resolve it in the way that you did,
- And the addendum gives a strong argument for believing one version will be more successful than the other.

A "B" story

- Has a developed plot, characters, and conflict, but not as fully fleshed out as an "A" story
- Has convincing points of view for each version, but shows the author's bias in one version over the other,
- The conflict resolution is somewhat far-fetched.
- The follow-up essay explains why you chose the peer groups, but your reasons are not as strong as an "A" essay,
- Gives a reason for why you chose the specific conflict, but lacks strong argument for it,
- Gives an explanation for the reason you resolved the conflict the way you did, but lacks a strong argument for it.
- Gives a weak argument for why one version would be more successful than the other.

A "C" story

- Has an underdeveloped plot, characters and conflict,
- Has obscured points of view for each version, presenting one as the right version and one as the wrong version,
- The conflict resolution is not realistic at all,
- The follow-up essay gives weak reasons for why you chose the peer groups,
- Has a weak explanation for the specific conflict,
- Gives little or no explanation for why you resolved the conflict the way you did,
- Does not explain why one version will be more successful than the other.

### A "D" story

- Lacks structure, coherence or the follow-up essay.

### An "F" story

- Is written in only one point of view if at all
- Has no follow-up essay
- Is turned in late

2. You have been appointed a provisional seat on the board of education for your county. Your duties are to read S.E. Hinton's *The Outsiders* and decide whether it or *The Chocolate War* should be required reading for 10<sup>th</sup> grade English next year. You will present your decision in the form of a report. The report should include:

- Your novel choice
- Your rationale for your choice, i.e., believability, easily relates to students, addresses important issues, better plot, etc.
- In your introductory paragraph, list the book you chose to assign and your reasons for assigning it.
- In the next paragraph(s), list and explain your criteria for why a novel should be taught in school.
- In the following paragraphs, explain your reasons why you think this particular book should be taught.
- Make sure you cite specific examples in the text that support your reasoning in your report.

## Rubric for Goal 2

### An "A" Report

- Has a strong rationale for why you chose the novel,
- Has clearly explained criteria for selecting a novel,
- Cites specific examples from the texts for supporting arguments,
- Conforms to the grammar of standard written English,
- Shows evidence of a peer edited rough draft.

### A "B" Report

- Has a rationale for why you chose the novel, but not as strong as an "A" report,
- Has not clearly explained the criteria for selecting a novel,
- Cites few examples from the texts for supporting arguments,
- Conforms to the grammar of standard written English with few exceptions,
- Shows evidence of a peer edited rough draft.

### A "C" Report

- Doesn't give a clear rationale for choosing a novel,
- Gives little or confusing criteria for selecting a novel,
- Gives no textual evidence for supporting arguments,

- Has substantial grammatical errors,
- Shows no evidence of a peer edited rough draft.

#### A "D" Report

- Chooses a novel, but gives no explanation for it,
- Gives no criteria for selecting a novel
- Gives no textual evidence for supporting arguments
- Has substantial grammatical errors,
- Shows no evidence of a peer edited rough draft.

#### An "F" Report

- Gives evidence that you did not read *The Outsiders*, demonstrating a decision to choose the *Chocolate War*, but not showing any comparison or contrast to *The Outsiders*.

3. As we read "Voices from the Hellmouth," "Alma Maters: Two words Behind the Massacre," and *The Chocolate War*, keep a personal journal in which you think through your thoughts and feelings that are generated from reading the texts.

- Your journal can be informal, not following the rules of standard written English.
- You can, but are not required to reflect on personal issues that you feel connect you to the text. Your journal should be roughly 5 handwritten pages per week.
- Make sure you do not summarize the text. I want to see your thoughts as they are stimulated by the text.
- If there are any pages you do not want me to read, put an X at the top of the page, but make sure I have something to read for each week.
- Remember that I am required by law to share any thoughts or suggestions of violence, suicide, substance abuse, or other harmful behavior with the school counselors.

### **Rubric for Goal 3**

#### An "A" Journal

- Meets the minimum page requirements for each week,
- Illustrates your grappling with issues in the text,
- Shows evidence of growth and knowledge construction.

#### A "B" Journal

- Has only four pages on one or more weeks,
- Illustrates your grappling with issues in the text,
- Shows evidence of growth and knowledge construction.

#### A "C" Journal

- Has only 3 pages on one or more weeks,
- Demonstrates lack of engagement with the text,
- Shows little evidence of growth and knowledge construction.

### A "D" Journal

- Has only 2 pages on one or more weeks,
- Demonstrates lack of engagement with the text,
- Shows little evidence of growth and knowledge construction.

### An "F" Journal

- Has one page or no pages on one or more weeks,
- Demonstrates no engagement with the text,
- Shows no growth or knowledge construction.

4. Visit at least 5 clubs, i.e., Football, Basketball, Tech Club, Beta Club, French Club, Debate Club, etc. Note:

- the number of people in attendance,
- whether the people tend to fall under a certain 'peer group' or not,
- their similarities and their differences.

Describe the activities that the people in each club partakes, and describe how you think these clubs are portrayed by the student body as a whole. Explain your reasoning for your opinions. Take pictures of your visits and present your findings in either a magazine or scrapbook format.

### Rubric for Goal 4

#### An "A" Magazine or Scrapbook

- Has data from visiting 5 different clubs,
- Gives thorough description of activities and attendance,
- Exhaustively lists similarities and differences between the clubs,
- Makes a perceptive judgment of how the clubs are perceived by the school as a whole,
- Has an attractive design, combining pictures and prose to present work,
- Conforms to the grammar of standard written English.

#### A "B" Magazine or Scrapbook

- Has data from visiting 5 different clubs,
- Gives description of activities and attendance, but not as detailed as an "A" magazine or scrapbook,
- Lists similarities and differences between the clubs, but not as exhaustively as an "A" magazine or scrapbook,
- Makes a perceptive judgment of how the clubs are perceived by the school as a whole,
- Has an attractive design, combining pictures and prose to present work,
- Conforms to the grammar of standard written English with few exceptions.

#### A "C" Magazine or Scrapbook



- Has data from visiting 4 different clubs,
- Describes activities and attendance,
- Lists similarities and differences between the clubs,
- Makes a perceptive judgment of how the clubs are perceived by the school as a whole,
- Has an attractive design, combining pictures and prose to present work,
- Conforms to the grammar of standard written English with some exceptions.

#### A "D" Magazine or Scrapbook

- Has data from visiting 3 different clubs,
- Describes activities and attendance,
- Lists similarities and differences between the clubs,
- Makes no judgment of how the clubs are perceived by the school as a whole,
- Has an unattractive design or no pictures,
- Has substantial grammatical problems.

#### An "F" Magazine or Scrapbook

- Has data from visiting less than 3 different clubs,
- Gives little or no description of activities and attendance,
- Lists few or no similarities and differences between the clubs,
- Makes no judgment of how the clubs are perceived by the school as a whole,
- Has an unattractive design or no pictures,
- Has substantial grammatical problems.

### **Materials**

This list of materials is presented in the order in which the works will be read and discussed in class.

"Voices From the Hellmouth" by Jon Katz with responses.

"Two Alma Maters: Two Words Behind the Massacre" by Peter Applebome.

"Live Life Deeply" by Jessamyn West.

"Bad Characters" by Jean Stafford

"The Animals' Fair" by James Gould Cozzenz.

*The Chocolate War* by Robert Cormier.

The movie, *The Chocolate War*.

*Crime in the Streets*, a TV play by Reginald Rose.

"The Road Less Traveled" by Robert Frost.

## **Social Stratification and Discrimination**

This unit is designed for a class of 25 to 30 students with 55 minute class periods. The unit will begin in April, near the anniversary of the Columbine Massacre.

## Day One

3 minutes. Housekeeping, Attendance.

10 minutes. The class will divide into groups of four or five. On a sheet of paper divided with a line down the middle, each group will make two lists. On the left side, they will write things that separate people into cliques, for example, SES, race, music preference, athletics, hobbies, drugs, etc. On the right side of the paper, the groups will write down what draws students together.

15 minutes. The groups will share what they have listed on the left side of their papers. I will write these characteristics on the left side of the board. Then we will discuss what it is that all students or school students have in common, and I will write these characteristics down on the right side of the board. With this, I hope to create a visual 'balance' made up of the deconstructed qualities that separate students on one side, and what students have in common with each other on the other side of the board.

15 minutes. Whole class discussion: "Why do we have such problems with social stratification?" We will talk about the Columbine massacre as well as the stratifications in our own school. Other questions we can consider are, "Will it ever change? If so, how?"

22 minutes. I will pass out transcripts of "Voices from the Hellmouth." The students will read them silently. If and when they finish, the students will write in their journals their reactions to the transcripts. "What do they think about the plight of these students? Is it fair for them to be treated like that? How might the schools improve their actions towards their students in 'times of crisis?'"

Homework will be to finish the reading and journal writing.

## Day Two.

10 Minutes. I will pass out a copy of "Alma Maters: Two Words Behind the Massacre" by Peter Applebome. The class will read the article silently while I take attendance and do housekeeping.

20 Minutes. Whole class discussion: "Has society outgrown high school as we know it?" We will discuss Leon Botstien's proposal to eliminate high schools altogether, as well as proposals for smaller class size, the elimination of high school sports, and grade mixing. We will also look at the other end of the spectrum: More Security Guards, metal detectors, teachers with guns, school uniforms, etc. "Which approach(es) will improve the high school experience for students?"

25 Minutes. Students will get into the same groups as yesterday. They will create a proposal for a new school. This proposal must state their educational philosophy and then address the following topics:

Class Size and structure,

Grade format,

After school activities,

Discipline,

Dress Code,

Academic Standards.

The proposal must address each topic and the students must give reasoning for their decision.

Homework: Finish proposals if necessary.

### **Day Three.**

3 Minutes. Housekeeping and Attendance.

15 Minutes. Together as a class, we will develop a performance rubric for the presentations the groups will give for their school proposals. The Students will decide what aspects of the presentation they want to evaluate. I will require, if they do not come up with it themselves, clarity of presentation, organization of material, reasoning for decisions, and spaces for students to write in comments and suggestions. I will make it clear to the class that when we do presentations, there will be a peer evaluation that the students or groups will see after their presentations.

10 Minutes. Students get into their groups and prepare for their presentations.

27 Minutes or until the end of the period. The groups will give their presentations. I'm guessing four minutes for each presentation with five groups and seven minutes for down time between groups.

Homework: The students will read "Live Life Deeply" by Jessamyn West and write a personal journal entry in the character of Ellie, her father, or her mother. This entry should address the thoughts and feelings of the character as they interpret them in the story.

### **Day Four.**

10 Minutes. The students will pick another of the three characters, assume that character's role, and write another journal entry. During this time I will take attendance and do house keeping.

10 Minutes. The students will divide up into their groups. Each group will develop three questions about the story that they would like to discuss as a class. I will make sure to tell them that the questions need to be discussion worthy (the students will have already been instructed on how to develop meaningful and focused, yet open-ended questions in a previous unit). At the end of the 10 minutes the groups will pass the questions in to me.

25 Minutes. We will have a whole class discussion answering the groups questions. My hope is that we will have some evaluative and speculative questions that will bring forth differing opinions from the group.

If a group did not get to present their proposal yesterday, we will have them do it at the end of the class. If every group presented their proposal, the class will spend the remainder of the period reading "Bad Characters" by Jean Stafford.

Homework: Finish reading the story.

### **Day Five.**

10 Minutes. When the students enter class they will hand in their questions from last night's assignment.

The students will prepare a list comparing and contrasting Emily from "Bad Characters" with Ellie from "Live Life Deeply" while I take attendance and do housekeeping.

15 Minutes. The class will divide into their groups and develop a master list of traits that the two characters share and a list of qualities that set the two apart from each other. Each group will prepare a position of whether the characters' similarities outweigh their differences or not. I would like to have them volunteer their positions, but I will intervene if I do not get a balance for both sides of the issue.

25 Minutes. Groups will pair off for a debate. The affirmative group will present their position for four minutes. The negative group will present position for four minutes. The affirmative group will rebut for two minutes, and the negative group will rebut for two minutes. Each student will evaluate the debate with the peer evaluation sheet we developed earlier in the week.

5 Minutes. If time, wrap-up debates with a discussion on which argument is stronger and see if we can come to a class consensus.

Homework: Read "The Animals' Fair" by James Gould Cozzens and develop three questions from the text.

### **Day Six.**

5 Minutes. When the students enter class they will hand in their questions from last night's assignment. Students will write in their journals answering the following question: "Was Justice Served in 'The Animals' Fair?'" I will take attendance and do housekeeping.

35 Minutes. Whole class discussion. We will discuss the students' responses to the journal question, and discuss the questions they generated for homework. Throughout the discussion, I will focus on the two characters, Hucksey and John. I want the students to have a good idea of who they are, for I want to compare them to Archie and Jerry in *The Chocolate War*.

15 Minutes. I will introduce our novel for the unit, *The Chocolate War* and issue the books to the students. We will spend two weeks on the novel, reading it outside of class and discussing it in class.

Homework: Read the first four chapters of *The Chocolate War*.

### **Day Seven.**

5 Minutes. Students will summarize last night's reading in paragraph form while I take attendance and do housekeeping.

35 Minutes. First impressions with the book. Discussion and Q&A.

15 Minutes. Introduce out of class unit goals to the students. They are required to choose one. There will be two more in class projects, a "Character Warp" assignment (Days 11 & 12) and a "body biography" project (Days 16 & 17).

Homework: Read chapters 5-11 of *The Chocolate War*.

### **Day Eight.**

10 Minutes. Summary quiz. Answer the following questions:

1. What was Goober's assignment? How did it turn out?

2. What do you think of Jerry's home life?

I will take attendance during quiz.

45 Minutes. Discussion. Questions to consider: What stands out as very clear? What stands out as confusing? Do you care about the story line?

Homework: Read chapters 12-16 of *The Chocolate War*.

### **Day Nine.**

3 Minutes. Attendance. Housekeeping.

40 Minutes. Dramatic Reading of Chapter 16. Students will assume characters. The offer will begin as voluntary. If needed, I will assign roles. I, or another student will play the narrator.

12 Minutes. Discussion of the reading. Reactions. Questions. Sample Question: How would you react to this situation if you were Caroni? Do you think this kind of thing happens in America today? The world?

Homework: Read Chapters 17-20 in *The Chocolate War* and develop three questions from the interaction between you and the text for discussion.

### **Day Ten.**

3 Minutes. Attendance. Housekeeping.

52 Minutes. Finish yesterday's discussion if needed. Pursue discussion from students' questions.

Homework: Read Chapters 21-24 in *The Chocolate War*.

### **Day Eleven.**

3 Minutes. Attendance. Housekeeping.

52 Minutes. Introduction to the Character Warp project. The students will get into groups of four or five. Each group will swap a character from *The Chocolate War* with a character from "The Animals' Fair." The group will answer the following question: How would this story be different if this character took the place of the other one? Likely character warps:

Hucksy and Archie

Jerry and John

To do this, the students will have to understand the differences and similarities between the two characters. The students will also have to understand how these differences and similarities will affect other characters in the story and how they will affect them. To present their findings, each group will rewrite a scene with the new character. These will finished tomorrow and shared with the class.

No Homework.

### **Day Twelve.**

3 Minutes. Attendance. Housekeeping.

15 Minutes. Groups will meet and wrap up their scenes.

7 Minutes. We will make a rubric as a class for grading the presentations. Things to look for will be the integrity of the character (which may change drastically in a new environment), thoughtful interactions between the character, the other characters, and the plot.

30 Minutes. Groups will present their projects to the class. If students finish early, we will begin a discussion on the inter relatedness between characters and plot. Questions to consider: Would this story be better with different character(s)? How?

Homework: Read Chapters 25-30 in *The Chocolate War*.

### **Day Thirteen.**

3 Minutes. Attendance. Housekeeping.

10-12 Minutes. Finish discussion on characters and plot.

6 Minutes. I will read the few paragraphs on page 150 about Goober's chocolates being sold even though he refused to sell them.

Remainder of Period. Role playing journal. Students will consider following questions: How would you feel if you were Goober? Would you do anything about what happened? If so, what? If not, why not?

Homework: Read Chapters 31-34 in *The Chocolate War* and develop three questions from the interaction between yourself and the text for class discussion.

### **Day Fourteen.**

3 Minutes. Attendance. Housekeeping.

42 Minutes. Discussion from students' questions.

10 Minutes. Checkup on outside projects. Any obstacles? Troubles? What can the class or myself do to help facilitate the completion of the projects?

Homework: Finish *The Chocolate War*.

### **Day Fifteen.**

3 Minutes. Attendance. Housekeeping.

30 Minutes. Discussion. How did you like the novel, especially the ending? Why do you think that many books and movies today usually have happy endings? Would you like it better if this story had a happy ending?

17 Minutes. Show end of the movie version of *The Chocolate War*.

Homework: Which ending did you think was better. Why. Write this in the form of a movie or book review (depending on your choice) and turn it in tomorrow.

## Day Sixteen.

3 Minutes. Attendance. Housekeeping.

Body Biography day. Students will divide into groups of four or five. Each group will get a large sheet of newsprint paper. The groups will trace the silhouette of a person from the group. The group will choose a character from *The Chocolate War* to represent in this Body Biography. Each group will draw in and around this silhouette things and passages that represent different aspects of the character. Personality traits, physical traits, inter- and intrapersonal conflicts, significant events, impressions to others, impression to self should all be represented through images and words on the silhouette.

### Body Biography Suggestions

1. Placement-Carefully choose the placement of your text and artwork. For example, the area where your character's heart would be might be appropriate for illustrating the important relationships within his or her life.
2. Spine-Actors often discuss a character's spine. This is her/his objective within the novel. What is the most important goal for your character? What drives her/his thoughts and actions? This is her/his spine. How can you illustrate it?
3. Virtues and vices-What are your character's most admirable qualities? Her/his worst? How can you make us visualize them?
4. Color-Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively work these colors into your presentation?
5. Symbols-What objects can you associate with your character that illustrate her/his essence? Are there objects mentioned within the novel itself that you could use? If not, choose objects that especially seem to correspond with the character.
6. Mirror, mirror . . .-Consider both how your character appears to others on the surface and what you know about the character's inner self. Do these images clash or correspond? What does this tell you about the character?
8. Changes-How has your character changed within the novel? Trace these changes within your text and/or artwork.

I will work with the students for ten minutes on developing a rubric for evaluating the Body Biographies. After we have settled on suitable expectations, I will turn them loose for the rest of the period to work on these.

## Day Seventeen.

3 Minutes. Attendance. Housekeeping.

30 Minutes. Groups will meet and finish Body Biographies. These will be temporarily fixed to the wall around the room.

23 Minutes. Art Gallery presentation. Each group will present their work to the rest of the class. The class can question and comment on the work. If possible, I will serve wine and grape juice to simulate

the art gallery effect. During the art gallery, the students and I will rate each piece according to our rubrics from the day before.

### **Day Eighteen and Day Nineteen.**

3 Minutes each day. Attendance. Housekeeping.

52 Minutes each day. Out of class project workshop. Students can write, revise, and edit their work for their out of class goals. Students will group into peer editing groups to help each other. I will also help assist students with their work.

Homework: Work on out of class goals.

### **Day Twenty.**

3 Minutes. Attendance. Housekeeping.

52 Minutes. Begin *Crime in the Streets*, a TV play by Reginald Rose. Students will assume roles and read it aloud in class.

Homework: Work on out of class goals.

### **Day Twenty-one.**

3 Minutes. Attendance. Housekeeping.

22 Minutes. Finish reading play aloud.

25 Minutes. Read Authors commentary silently.

Homework: Finish commentary.

### **Day Twenty-two.**

3 Minutes. Attendance. Housekeeping.

22 Minutes. Students divide into groups. Discuss the following questions: Do you think this would be accepted by the major networks today? Why or why not? Each group will then choose the role of either the author or a producer. If the author, would you push this story to be aired? If not, what would you change to make it more appealing to TV audiences? If the producer, would you accept this script? If not, what would you change to make it work.

30 Minutes. Groups present views to class. If time, whole class discussion. What does this exercise say about the TV Industry?

### **Day Twenty-three.**

Conclusion. Projects due.

3 Minutes. Attendance. Housekeeping.

5 Minutes. The class will read Robert Frost's "The Road Less Traveled." They can either read it silently, or one can volunteer to read it to the rest of the class.



42 Minutes. Discussion. Is the road less traveled the best one? Why do people choose it? Why do people choose the well traveled road? Which would you choose?

**Days Twenty-four and Twenty-five** have been intentionally left open for any activities that bleed over into the following day, extra writer's workshop days if needed, pep rallies, fire drills, lockdown drills, bomb threats, special assemblies etc.