

Can you handle the pressure?

Peer Pressure & Today's Youth

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Rationale:

The theme of this unit is peer pressure. The unit is designed to be taught to eighth grade students preferably near the end of the school year. The unit is designed in such a way because eighth graders will be going into high school the next year where peer pressure will likely reach a whole new level of intensity. Peer pressure is inevitable in any school setting, and reading and discussing issues related to peer pressure can help students cope, relate, and understand. Young adult novel “plots can shatter stereotypical ideas and portrayals of...peer pressure” (Beers, 72).

The essential questions for this unit are: “What kind of peer pressure have you experienced?,” “Is peer pressure ever a good thing?,” and “How was peer pressure

portrayed in our texts?.” These questions will start the unit off by getting students interested in the theme of peer pressure and thinking about its effects. By asking these questions again at the end of the unit, the students will be able to judge and discuss how the texts and activities from the unit may have changed their answers or understanding of the theme of peer pressure as a whole.

The main text of this unit is *Speak* by Laurie Halse Anderson. The young adult novel is told from the main character, Melinda’s, perspective. She is raped at a party in the summer before ninth grade, and she calls the cops. This incident makes her an outcast at school. She cannot fit into any clique and cannot manage the pressure she feels at school and at home, so she resorts to isolation. Melinda deals with issues of peer pressure, finding friends, fitting in, and telling her story. This book is a powerful first person portrayal of what peer pressure can do to a student.

I have chosen to have the teacher of this unit read the majority of *Speak* in class. I have done so because I want students to actually read and enjoy the novel. I want them to be able to experience it and discuss it with their peers in a safe classroom community. This is valuable to their “learning, resolving issues [and] investigating complexities” (Beers, 45). I believe that students should enjoy reading, and often when too much of it is issued as homework it is portrayed solely as a mandatory assignment rather than as an experience to relate to and enjoy (Witte).

The students are asked to write hallway logs and find and discuss articles that relate to peer pressure. The hallway logs ask them to record at least ten conversations or situations in which they overhear any form of peer pressure taking place. These logs will help them see that peer pressure surrounds them every day in their social climates.

Similarly, finding and discussing articles about peer pressure and the real effects it has on individuals and society will help them see what a powerful and dangerous tool peer pressure can be. Both assignments will help them see how easy it is to give into peer pressure and how often it happens.

The students are asked to look at the theme of peer pressure in a variety of texts including the short story “The Fan Club” by Rona Maynard (Appendix F), the movie Mean Girls (Waters), the movie Stand by Me (Reiner), and the song “Fifteen” by Taylor Swift (Appendix M). This wide variety of texts, along with the articles, will help the students grasp a more well-rounded understanding of peer pressure and how it affects different people and social groups. They will be asked to relate almost all of these texts back to *Speak*, which will help them to make connections and recognize a theme across a variety of texts.

The students will be given a number of writing assignments throughout the unit. Almost all of them are informally assessed and are given for the purpose of critical thinking, creativity, and making connections. The students will be asked to write about different forms of peer pressure, lies they tell you in middle school, the idea of perfection, and teenage life. These writing assignments are assigned for the purpose of getting students thinking introspectively about the effects of peer pressure as well as to help them make connections between their own lives and the characters in the texts they read.

Twice in the unit the students are asked to make predictions about *Speak*. This will help the teacher gauge if the students are really understanding the events of the text. It will also help the students to think critically about what has happened in the novel and use that information to make intellectual predictions. Their predictions will be discussed

at the end of the novel so that they can see how they were right and wrong and how they may choose to predict differently or similarly in the future. They are also asked to write a book review at the end of the novel which is designed to help them form and defend opinions about literature.

One task given to the students in the unit is to create a skit about an assigned form of peer pressure. This assignment allows them to work collaboratively toward a common goal. It will also help them to think more deeply about specific types of peer pressure. When they perform their skits they will be taking on the responsibility of showing the class either the effects of peer pressure or tools for overcoming it. Whichever way they choose to take their skit, they will be obligated to think profoundly about what peer pressure can do.

About nine days and twenty nights (including weekends) of this unit are dedicated to literature circles. The students are given five choices of young adult novels that deal with the theme of peer pressure and form literature circle groups based on those choices. Each group will be given the responsibility of creating their own reading timeline- which means they will have to decide together how much they read in class and how many pages they read each night for homework. The purpose of this is to help the students learn to take responsibility for themselves and their time management. Each group will meet seven times during class. During these times they can read and discuss the text. They will also be given the task of making a book talk with a coordinating poster (Appendix J) that summarizes their novel and compares it to *Speak* in reference to the peer pressure theme of the unit. They will have to present their book talks as a group to the class. These tasks

will help the students to take responsibility, work cooperatively, manage their time effectively, think critically, and make crucial connections to another text.

The culminating assessment for this unit is a choice between four performance assessments (Appendix L). The students can choose between making a soundtrack, making a commercial, making a poster, or making character Facebook pages. Each assessment will require them to relate their performance and creativity to both *Speak* and the young adult novel they read in their literature circles regarding the theme of peer pressure. By giving them choices for their culminating assessment, I believe that I am allowing them to show their knowledge and understanding of the texts and the peer pressure theme in a way that both interests them and appeals to their way of learning. Each assessment, I believe, effectively measures students' learning from the unit while allowing them to be successful if they so choose.

This unit is an important one because peer pressure is more alive and affective now than ever. Every student will deal with it- likely on a daily basis, and by reading about it, discussing it, and writing about it students will be able to make connections to each other and to the characters they read about. These connections are crucial for personal growth and development.

Goals and Objectives:

1. Students will explore the reality and the effects of peer pressure.
 - SWBAT document situations of peer pressure in their social environments.
 - SWBAT research an article that deals with peer pressure.
 - SWBAT discuss the articles that deal with peer pressure.
 - SWBAT create a skit about a peer pressure-related topic.
 - SWBAT perform a skit about a peer pressure-related topic.
 - SWBAT discuss the realities of peer pressure.
 - SWBAT write about peer pressure in their lives.

2. Students will form their own opinions about texts related to peer pressure.
 - SWBAT discuss a variety of texts related to peer pressure.
 - SWBAT make predictions about upcoming events in texts related to peer pressure.
 - SWBAT free write about peer pressure.
 - SWBAT write a book review for *Speak*.
 - SWBAT decide how texts affect their feelings toward peer pressure.

3. Students will work cooperatively towards a common goal.
 - SWBAT work in a group to create peer pressure skits.
 - SWBAT perform peer pressure skits with a group.
 - SWBAT form a reading plan with a literature circle group.
 - SWBAT write a book talk with a literature circle group.

- SWBAT make book talk poster with a literature circle group.
- SWBAT present a book talk with a literature circle group.

4. Students will express an understanding of the peer pressure theme in relation to a variety of texts.

- SWBAT answer questions about “The Fan Club” by Rena Maynard.
- SWBAT compare and contrast texts in reference to the peer pressure theme.
- SWBAT create a culminating assessment project that displays their understanding of the peer pressure theme in relation to *Speak* and the young adult novel they read in their literature circles.
- SWBAT present a culminating assessment project that displays their understanding of the peer pressure theme in relation to *Speak* and the young adult novel they read in their literature circles.

Sunshine State Standards

Benchmark Number	Descriptor
LA.8.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.
LA.8.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.8.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.8.1.6.3	The student will use context clues to determine meanings of unfamiliar words;
LA.8.1.6.4	The student will categorize key vocabulary and identify salient features;
LA.8.1.6.5	The student will relate new vocabulary to familiar words;
LA.8.1.6.6	The student will distinguish denotative and connotative meanings of words;
LA.8.1.6.8	The student will identify advanced word/phrase relationships and their meanings;
LA.8.1.6.9	The student will determine the correct meaning of words with multiple meanings in context;
LA.8.1.6.10	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.8.1.7.1	The student will use background knowledge of subject and related content

- areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.8.1.7.2 The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
- LA.8.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.8.1.7.4 The student will identify cause-and-effect relationships in text;
- LA.8.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
- LA.8.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.8.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
- LA.8.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.8.2.1.1 The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;
- LA.8.2.1.2 The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
- LA.8.2.1.3 The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
- LA.8.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
- LA.8.2.1.5 The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
- LA.8.2.1.6 The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
- LA.8.2.1.7 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
- LA.8.2.1.10 The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation

of knowledge necessary to function as a fully literate member of a shared culture.

LA.8.2.2.1 The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);

LA.8.2.2.2 The student will synthesize and use information from the text to state the main idea or provide relevant details;

LA.8.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);

LA.8.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and

LA.8.2.2.5 The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.8.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;

LA.8.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;

LA.8.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

LA.8.3.2.3 The student will draft writing by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.

LA.8.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;

LA.8.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;

LA.8.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and

LA.8.3.3.4 The student will revise by applying appropriate tools or strategies to

- evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.8.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
- LA.8.3.4.2 The student will edit for correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);
- LA.8.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;
- LA.8.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
- LA.8.3.4.5 The student will edit for correct use of subject/verb agreement, noun/pronoun agreement.
- LA.8.3.5.1 The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
- LA.8.3.5.2 The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
- LA.8.3.5.3 The student will share the writing with the intended audience.
- LA.8.4.2.1 The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
- LA.8.4.2.2 The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
- LA.8.4.2.5 The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.
- LA.8.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
- LA.8.5.1.1 The student will use fluent and legible handwriting skills.
- LA.8.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
- LA.8.5.2.2 The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
- LA.8.5.2.3 The student will select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);

- LA.8.5.2.4 The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade;
- LA.8.5.2.5 The student will demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.
- LA.8.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- LA.8.6.2.3 The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
- LA.8.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
- LA.8.6.3.1 The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
- LA.8.6.3.2 The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
- LA.8.6.3.3 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
- LA.8.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
- LA.8.6.4.2 The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

Materials

- *Speak*
- Poster boards
- Construction Paper
- Markers
- Scissors
- “The Fan Club” by Rona Maynard
- Notebooks
- Pencils
- Pens
- Mean Girls
- Stand by My
- “Fifteen” by Taylor Swift
- *The Berenstain Bears and the Double Dare*
- *The Skin I’m In*
- *Thirteen Reasons Why*
- *The Truth About Truman School*

- *Black and White*
- *Touching Spirit Bear*

Daily Classes

50 Minute Classes

Day 1:

3 minutes: Attendance and housekeeping.

12 minutes: Teacher reads *The Berenstain Bears and the Double Dare* to the students, and they discuss the story.

15 minutes: Students write their answers to the essential questions: “What kind of peer pressure have you experienced?” “Is peer pressure ever a good thing?” “How was peer pressure portrayed in *The Berenstain Bears and the Double Dare*?”

20 minutes: Students discuss their answers to the essential questions, and as they do so, the teacher paraphrases the answers on the board. (Teacher will record answers to be reviewed again at the end of the unit.)

Day 2:

3 minutes: Attendance and housekeeping.

12 minutes: Book talk (Appendix A)

20 minutes: Teacher reads first 10 pages of *Speak* to the class and they discuss.

15 minutes: Students write their own “10 Lies They Tell You in School” list (Appendix B)

HW: Students finish their lists if they did not do so in class.

Day 3:

3 minutes: Attendance and housekeeping.

22 minutes: The teacher reads about ten pages of *Speak* to the class. As she reads, the students mark lines that have to do with peer pressure or that pose a question they would like to discuss with sticky notes.

20 minutes: The class discusses what they marked with their sticky notes. Teacher helps facilitate discussion and answers questions that classmates cannot.

5 minutes: Teacher explains hallway log assignment: Students are to write in a hallway log recording examples of peer pressure they hear around school and other social environments (Appendix C)

HW: hallway logs

Day 4:

3 minutes: Attendance and housekeeping.

22 minutes: The teacher reads about ten pages of *Speak* to the class. As she reads, the students mark lines that have to do with peer pressure or that pose a question they would like to discuss with sticky notes.

25 minutes: The class discusses what they marked with their sticky notes. Teacher helps facilitate discussion and answers questions that classmates cannot.

HW: hallway logs

Day 5:

3 minutes: Attendance and housekeeping

22 minutes: The teacher reads about ten pages of *Speak* to the class. As she reads, the students mark lines that have to do with peer pressure or that pose a question they would like to discuss with sticky notes.

15 minutes: The class discusses what they marked with their sticky notes. Teacher helps facilitate discussion and answers questions that classmates cannot.

5 minutes: The teacher reviews with the class what has happened so far in the novel.

5 minutes: The students make predictions about what they think will happen later in the novel.

HW: hallway logs and “Clans, Cliques, and Outsiders” worksheet (Appendix D)

Day 6:

3 minutes: Attendance and housekeeping

12 minutes: Discuss “Clans, Cliques, and Outsiders” (Appendix D) worksheet and turn it in

20 minutes: The teacher reads about ten pages from *Speak* and facilitates a short discussion that follows.

15 minutes: Students will choose 15 terms from the vocabulary list (Appendix E), and define and write a sentence using each.

HW: hallway logs, finish vocabulary assignment if they did not do so in class.

Day 7:

3 minutes: Attendance and housekeeping.

20 minutes: Read “The Fan Club” by Rona Maynard (Appendix F) as a class.

10 minutes: Students answer questions on “The Fan Club” worksheet (Appendix G) for a completion grade.

17 minutes: Class discussion about the story, the answers to the questions on the worksheet, and how the story connects to *Speak*.

HW: hallway logs

Day 8:

3 minutes: Attendance and housekeeping.

22 minutes: Teacher reads about 10 pages of *Speak* and discusses the text with students.

25 minutes: Students free write for a completion grade, answering the following prompt: “Later in the book, Mr. Freeman says, ‘Nothing is perfect. Flaws are interesting’ Do you agree or disagree? Why? How does this statement relate to our theme of peer pressure?”

HW: hallways logs and find an article dealing with peer pressure to bring in

Day 9

3 minutes: Attendance and housekeeping

22 minutes: The teacher reads about 10 pages of *Speak* and discusses the text with students.

25 minutes: The students present their articles and the class discusses them and the real effects of peer pressure.

HW: finish hallway logs

Day 10

3 minutes: Attendance and housekeeping. Turn in hallway logs.

22 minutes: The teacher reads about 10 pages of *Speak* and discusses the text with the students.

25 minutes: Students get into pre-determined groups and choose a topic out of a bowl: “positive peer pressure,” “peer pressure to drink,” “peer pressure to steal,” “peer pressure to be popular,” “peer pressure to be in a certain group.” “peer pressure to do drugs,” “peer pressure to be perfect.” As a group, they will come up with a short skit displaying their form of peer pressure. The skit must either show the long-term affects of the peer pressure or show a way to overcome it.

HW: read the next 10 pages of *Speak* using post-it strategy (marking the lines that deal with peer pressure and anything they would like to ask or discuss in class)

Day 11:

3 minutes: Attendance and housekeeping.

5 minutes: Discussion about the ten pages they read over the weekend.

12 minutes: Students get into their groups from the last class meeting and finish/practice their skits.

25 minutes: Each group will perform their skit for the class, and the class will briefly discuss each topic following its related skit.

5 minutes: The teacher gives the students a list of books: *The Skin I’m in*, *Thirteen Reasons Why*, *The Truth About Truman School*, *Black and White*, and *Touching Spirit Bear* and tells them that they will have to choose one to read with a group of classmates.

HW: Look up the books on the list and decide which one you’d like to read.

Day 12:

3 minutes: Attendance and housekeeping.

22 minutes: The teacher reads about ten pages from *Speak* and discusses the text with the students.

10 minutes: The teacher gives a quick summary of each YA novel on the list provided yesterday.

15 minutes: The students decide which literature circles they would like to be in (teacher mediates to get groups close to even). After they are in their groups, they have to come up with a plan to finish the book and prepare a book talk by day 26: How much are they going to read each night? Will they spend any time reading in class?

HW: start reading YA novel according to group's plan.

Day 13:

3 minutes: Attendance and housekeeping.

22 minutes: Teacher reads about ten pages from *Speak* and discusses the text with the students.

25 minutes: Students pull prompts out of a hat that say "Speak up about _____" (Appendix H) and free write their responses for a completion grade.

HW: read YA novel for literature circle

Day 14:

3 minutes: Attendance and housekeeping.

22 minutes: The teacher will read about ten pages from *Speak* and discuss the text with the students.

25 minutes: The students will get into their literature circles to read/discuss their texts.

HW: read YA novel for literature circle

Day 15:

3 minutes: Attendance and housekeeping

22 minutes: Teacher reads about 10 pages from *Speak*. (The class should now be around page 130- she has had multiple interactions with Andy and Mr. Freeman and has no friends and issues with her parents)

25 minutes: Teacher facilitates discussion about what the students think about the book so far. They will discuss peer pressure and make predictions about the ending.

HW: read YA novel for literature circles

Day 16:

3 minutes: Attendance and housekeeping.

47 minutes: The teacher will show scenes from the movie Mean Girls and students will take notes (Appendix I)

HW: continue to read YA novels for literature circles and read the next 10 pages of *Speak* using post-it strategy (marking the lines that deal with peer pressure and anything they would like to ask or discuss in class)

Day 17:

3 minutes: Attendance and housekeeping

5 minutes: The teacher and students discuss the ten pages read for homework.

20 minutes: The teacher reads about ten pages from *Speak* to the students and they discuss the text.

22 minutes: The students meet with their literature circle groups and read/discuss their YA novel and make sure everyone is following their reading plan.

HW: Continue reading YA novel for literature circle.

Day 18:

3 minutes: Attendance and housekeeping.

47 minutes: The teacher will show clips from the movie Stand by Me, and the students will take notes as they watch (Appendix I)

HW: continue to read YA novels for literature circles and read the next 10 pages of *Speak* using post-it strategy (marking the lines that deal with peer pressure and anything they would like to ask or discuss in class)

Day 19:

3 minutes: Attendance and housekeeping

5 minutes: Discussion about the ten pages read for homework

20 minutes: The teacher reads about ten pages from *Speak* to the class and they discuss the text

22 minutes: The students meet with their literature circle groups to read/discuss their YA novels and their reading plans.

HW: students continue to follow their literature circle reading plans and read selection from YA novel

Day 20:

3 minutes: Attendance and housekeeping

20 minutes: The teacher reads about ten pages from *Speak* to the class and they discuss the text.

5 minutes: The students review the notes they made during “Mean Girls” and “Stand by Me”

22 minutes: The teacher and students discuss similarities they saw between the movies and *Speak* using the movie notes. Students turn both sets of notes in for a completion grade.

HW: continue reading YA novels for literature circles

Day 21:

3 minutes: Attendance and housekeeping

22 minutes: The teacher reads about ten pages from *Speak* and discusses the text with the students.

25 minutes: The students meet with their literature circles to read/discuss their YA novels and start to think of ideas for the book talk they will give for their novel (Appendix J)

HW: continue reading YA novels for literature circles

Day 22:

3 minutes: Attendance and housekeeping

22 minutes: The teacher reads the ending of *Speak* to the students.

25 minutes: The teacher and students discuss the ending of the book, their opinions about the book as a whole, how the book related to the peer pressure them, and talk about the predictions made on day 5 and day 15

HW: write a book review for *Speak* (Appendix K) and continue reads YA novels for literature circles.

Day 23:

3 minutes: Attendance and housekeeping; turn in book reviews

25 minutes: The teacher goes over all the options for the unit’s performance assessment (Appendix L)

22 minutes: The students choose a performance assessment, take a description/rubric for the performance assessment of their choice (Appendix L), and begin brainstorming, and ask questions.

HW: continue reading YA novels for literature circles and work on performance assessment

Day 24:

3 minutes: Attendance and housekeeping

47 minutes: Students meet with their literature circle groups, read/discuss their YA novels, and begin working on their book talk and poster (Appendix J)

HW: FINISH reading YA novels if they have not yet done so and work on performance assessments

Day 25:

3 minutes: Attendance and housekeeping

47 minutes: Students can use this time to either finish their book talks and posters with their literature circle groups or work on their performance assessment.

HW: work on performance assessment

Day 26:

3 minutes: Attendance and housekeeping

47 minutes: Literature circle groups give book talks and present posters (Appendix J)

HW: work on performance assessment

Day 27:

3 minutes: Attendance and housekeeping.

30 minutes: Students listen to the song “Fifteen” by Taylor Swift (Appendix M) and free write for a completion grade about how the song could relate to the situations of any of the characters they’ve read about.

17 minutes: Students work on performance assessments that are due tomorrow and ask any final questions they may have

HW: Finish performance assessments

Day 28:

3 minutes: Attendance and housekeeping

47 minutes: Students present performance assessments (Appendix L)

HW: none

Day 29:

3 minutes: Attendance and housekeeping

47 minutes: Students present performance assessments (Appendix L)

HW: none

Day 30:

3 minutes: Attendance and housekeeping

47 minutes: The students revisit the essential questions from day 1, discussing how peer pressure was portrayed in all the texts they experienced in the unit, and compare their answers. They discuss how *Speak* and the other texts influenced any change in answers.

HW: none

APPENDIX A

Speak Book Talk

By: Bonnie Phinney

http://nancykeane.com/booktalks/anderson_speak.htm

I am an outcast.

My first day of high school and I can see, as we are herded into the auditorium for orientation, that I don't fit in. Everyone else falls into a clan - you know, a clique; THE JOCKS, THE CHEERLEADERS, FUTURE FASCISTS OF AMERICA, GOTHS, ...well, you get the idea.

Me? I am clanless...I have entered high school with the wrong hair, the wrong clothes, and definitely the wrong attitude. No one will speak to me.

I am an outcast.

The orientation begins with "the rules" - All lies! #1. We are here to help you! #2. You will have enough time to get to your classes between bells. #3. The dress code will be enforced. #4. No smoking is allowed on school grounds. #5. Our football team will win the championship. #6. We expect more of you here. #7. Guidance counselors are always available to listen. #8 Your schedule was created with your needs in mind. #9. Your locker combination is private. #10. These will be the years you will look back on most fondly.

Yeah, right! Fondly. NOT.

I didn't want high school to start out this way - it just sort of happened. I'm not used to failing classes. I don't skip school. I talk. I have friends.

Not any more.

It all started at that end-of-the-summer party. Big deal, that party. Rachel and I were pretty excited about going to a high school party.

Now, they all blame me - they blame me for calling the cops and closing down the party. Even Rachel hates me.

I am an outcast.

No one knows the truth about that night. No one CARES to know the truth. I don't know the truth - can't face the truth, anyway.

So, I get a brilliant idea ... if they won't talk to me, then I won't talk to them! I'll just retreat. Yes, I'll retreat into that old janitor's closet I found on Senior Hall. No one will find me there. The closet is abandoned - it has no purpose, no name.... Perfect, for me. There, I can think.

Problem is, I don't want to think. I fainted in biology class the other day and hit my head on the table. I was really worried... Worried when the doctor looked into the back of my eyes with a bright light. Could

she read the thoughts hidden there? What will she do? Call the cops?
Send me to the nuthouse?

Can't they understand that the whole point of NOT talking about it, of silencing the memory, is to make it go away. IT won't. I'll need brain surgery to cut IT out of my head.

IT is my nightmare ... and I can't wake up.

APPENDIX B

“10 Lies They Tell You in School”

Criteria	Points
Student writes a list of ten original lies they believe they tell you in middle school.	15
Student writes complete sentences with few grammatical and spelling errors.	5
TOTAL	20

APPENDIX C**Hallway Logs Rubric**

Criteria	Points
Student recorded at least 10 instances of peer pressure they have experienced or overheard.	10
Student recorded where they overheard or experienced each peer pressure incident.	5
Student wrote in complete, comprehensible sentences.	5
TOTAL	20

APPENDIX D

“Clans, Cliques and Outsiders”

Adapted from: “Speak Out! Reach Out” Thematic Unit by Dr. Lee Brown, Assistant Professor of Secondary Education, Arizona State University West College of Teacher Education and Leadership, and Amanda Logan

<http://writerlady.com/novelsh/LeeBrownCurrUnit.html>

1. Read the following passage from *Speak*:

“Older students are allowed to roam until the bell, but ninth graders are herded into the auditorium. We all fall into clans: Jocks, Country Clubbers, Idiot Savants, Cheerleaders, Human Waste, Eurotrash, Future Fascists of America, Big Hair Chix, the Marthas, Suffering Artists, Thespians, Goths, Shredders. I am clanless. I wasted the last weeks of August watching bad cartoons. I didn't go to the mall, the lake, or the pool, or answer

the phone. I have entered high school with the wrong hair, the wrong clothes, the wrong attitude. And I don't have anyone to sit with." [p. 4]

2. How do word choice, tone, and voice all contribute to saying a lot more than simply what is on the surface?

3. Individually consider the following questions.

a.) Who is the speaker?

b.) What is the conflict that the speaker faces?

c.) Why is the listing of different social circles significant?

d.) What type of tone is used here?

4. Why do you think the ninth graders are treated differently than "the older kids"?

5. Given the circumstances in the passage above, how would you feel?

6. Have you ever felt like the speaker? Describe a time in your

life when you feel you could relate.

7. Why do you think the speaker is facing this problem?

8. Is the speaker really an outcast?

APPENDIX E

Vocabulary Assignment

Adapted from:

<http://www.sheboyganfalls.k12.wi.us/cyberenglish9/Speak/speak.htm>

Assignment: Choose 15 words from the vocabulary list of words from *Speak*, define them, and write a sentence using each.

inconspicuous, 7	voila, 11	wan, 20
pseudo, 22	vaguely, 27	simultaneously, 30
mayhem, 30	blathers, 33	interim, 35
degrading, 41	irony, 43	battered, 43
harried, 57	obligation, 58	imperial, 69
vermillion, 78	oriented, 80	demented, 84
conundrum, 90	imbeciles, 103	vespiary, 104
asylum, 117	vulnerable, 127	obsess, 133
gargoyle, 136	momentum, 150	delinquency, 163
indoctrination, 172	symmetrical, 196	

RUBRIC

CRITERIA	POINTS
Student writes a definition AND a sentence for a total of 15 of the vocabulary words from the list above.	10
Definitions are clear and accurate.	10
Sentences use the vocabulary word properly.	10
TOTAL	30

APPENDIX F**“The Fan Club”**

By: Rona Maynard

Courtesy of:

<http://www.ronamaynard.com/index.php?the-fan-club&popular-articles&topic=13&sort=titles>

It was Monday again. It was Monday and the day was damp and cold. Rain splattered the cover of Algebra I as Laura heaved her books higher on her arm and sighed. School was such a bore.

School. It loomed before her now, massive and dark against the sky. In a few minutes, she would have to face them again---Diane Goddard with her sleek blond hair and Terri Pierce in her candy-pink sweater. And Carol and Steve and Bill and Nancy... There were so many of them, so exclusive as they stood in their tight little groups laughing and joking. Why were they so cold and unkind? Was it because her long stringy hair hung in her eyes instead of dipping in graceful curls? Was it because she wrote poetry in

algebra class and got A's in Latin without really trying?

Shivering, Laura remembered how they would sit at the back of English class, passing notes and whispering. She thought of their identical brown loafers, their plastic purses, their hostile stares as they passed her in the corridors. She didn't care. They were clods, the whole lot of them. She shoved her way through the door and there they were. They thronged the hall, streamed in and out of doors, clustered under red and yellow posters advertising the latest dance. Mohair sweaters, madras shirts, pea-green raincoats. They were all alike, all the same. And in the center of the group, as usual, Diane Goddard was saying, "It'll be a riot! I just can't wait to see her face when she finds out."

Laura flushed painfully. Were they talking about her?

"What a scream! Can't wait to hear what she says!" Silently she hurried past and submerged herself in the stream of students heading for the lockers. It was then that she saw Rachel Horton---alone as always, her too-long skirt billowing over the white, heavy columns of her legs, her freckled face ringed with shapely black curls. She called herself Horton, but everyone knew her father was Jacob Hortensky, the tailor. He ran that greasy little shop where you could always smell the cooked cabbage from the back rooms where the family lived.

"Oh, Laura!" Rachel was calling her. Laura turned, startled.

"Hi, Rachel."

"Laura, did you watch World of Nature last night? On Channel 11?"

"No-no, I didn't." Laura hesitated. "I almost never watch that kind of program."

"Well, gee, you missed something-last night, I mean. It was a real good show. Laura, it showed this fly being born!" Rachel was smiling now; she waved her hands as she talked.

"First the feelers and then the wings. And they're sort of wet at first, the wings are. Gosh, it was a good show."

"I bet it was." Laura tried to sound interested. She turned to go, but Rachel still stood there, her mouth half open, her pale, moon-like face strangely urgent. It was as if an invisible hand tugged at Laura's sleeve.

"And Laura," Rachel continued, "that was an awful good poem you read yesterday in English." Laura remembered how Terri and Diane had laughed and whispered. "You really think so? Well, thanks, Rachel. I mean, not too many people care about poetry."

"Yours was real nice though. I wish I could write like you. I always like those things you write."

Laura blushed. "I'm glad you do."

"Laura, can you come over sometime after school? Tomorrow maybe? It's not very far and you can stay for dinner. I told my parents all about you!"

Laura thought of the narrow, dirty street and the tattered awning in front of the tailor shop. An awful district, the kids said. But she couldn't let that matter. "Okay," she said. And then, faking enthusiasm, "I'd be glad to come."

She turned into the algebra room, sniffing at the smell of chalk and dusty erasers. In the back row, she saw the "in" group, laughing and joking and whispering.

"What a panic!"

"Here, you make the first one."

Diane and Terri had their heads together over a lot of little cards. You could see they were cooking up something.

Fumbling through the pages of her book, she tried to memorize the theorems she hadn't looked at the night before. The laughter at the back of the room rang in her ears. Also those smiles-those heartless smiles. . . .

A bell buzzed in the corridors; students scrambled to their places. "We will now have the national anthem," said the voice on the loudspeaker. Laura shifted her weight from one foot to the other. It was so false, so pointless. How could they sing of the land of the free, when there was still discrimination. Smothered laughter behind her. Were they all looking at her?

And then it was over. Slumping in her seat, she shuffled through last week's half-finished homework papers and scribbled flowers in the margins. "Now this one is just a direct application of the equation." The voice was hollow, distant, an echo beyond the sound of rustling papers and hushed whispers. Laura sketched a guitar on the cover of her notebook. Someday she would live in the Village and there would be no more algebra classes and people would accept her.

She turned towards the back row. Diane was passing around one of her cards. Terri leaned over, smiling. "Hey, can I do the next one?" ". . . by using the distributive law." Would the class never end? Math was so dull, so painfully dull. They made you multiply and cancel and factor, multiply, cancel, and factor. Just like a machine. The steel sound of the bell shattered the silence. Scraping chairs, cries of "Hey, wait!" The crowd moved into the hallway now, a thronging, jostling mass.

Alone in the tide of faces, Laura felt someone nudge her. It was Ellen. "Hey, how's that for a smart outfit?" She pointed to the other side of the hall.

The gaudy flowers of Rachel Horton's blouse stood out among the fluffy sweaters and pleated skirts. What a lumpish, awkward creature Rachel was. Did she have to dress like that? Her socks had fallen untidily around her heavy ankles, and her slip showed a raggedy edge of lace. As she moved into the English room, shoelaces trailing, her books tumbled to the floor.

"Isn't that something?" Terri said. Little waves of mocking laughter swept through the crowd.

The bell rang; the laughter died away. As they hurried to their seats, Diane and Terri exchanged last-minute whispers. "Make one for Steve. He wants one too!" Then Miss Merrill pushed aside the book she was holding, folded her hands, and beamed. "All right, people, that will be enough. Now, today we have our speeches. Laura, would you begin please?"

So it was her turn. Her throat tightened as she thought of Diane and Carol and Steve grinning and waiting for her to stumble. Perhaps if she was careful they'd never know she hadn't thought out everything beforehand. Careful, careful, she thought. Look confident.

"Let's try to be prompt." Miss Merrill tapped the cover of her book with her fountain pen. Laura pushed her way to the front of the class. Before her, the room was large and still. Twenty-five round, blurred faces stared blankly. Was that Diane's laughter? She folded her hands and looked at the wall, strangely distant now, its brown paint cracked and peeling. A dusty portrait of Robert Frost, a card with the seven rules for better paragraphs, last year's calendar, and the steady, hollow ticking of the clock. Laura cleared her throat. "Well," she began, "my speech is on civil rights." A chorus of snickers rose from the back of the room.

"Most people," Laura continued, "most people don't care enough about others. Here in New England, they think they're pretty far removed from discrimination and violence. Lots of people sit back and fold their hands and wait for somebody else to do the work. But I think we're all responsible for people that haven't had some of the advantages. . . ."

Diane was giggling and gesturing at Steve Becker. All she ever thought about was parties and dates-and such dates! Always the president of the student council or the captain of the football team.

"A lot of people think that race prejudice is limited to the South. But most of us are prejudiced-whether we know it or not. It's not just that we don't give other people a chance; we don't give ourselves a chance either. We form narrow opinions and then we don't see the truth. We keep right on believing that we're open-minded liberals when all we're doing is deceiving ourselves."

How many of them cared about truth? Laura looked past the rows of blank, empty faces, past the bored stares and cynical grins.

"But I think we should try to forget our prejudices. We must realize now that we've done too little for too long. We must accept the fact that one person's misfortune is everyone's responsibility. We must defend the natural dignity of people—a dignity that thousands are denied."

None of them knew what it was like to be unwanted, unaccepted. Did Steve know? Did Diane?

"Most of us are proud to say that we live in a free country. But is this really true? Can we call the United States a free country when millions of people face prejudice and discrimination? As long as one person is forbidden to share the basic rights we take for granted, as long as we are still the victims of irrational hatreds, there can be no freedom. Only when every American learns to respect the dignity of every other American can we truly call our country free."

The class was silent. "Very nice, Laura." Things remained quiet as other students droned through their speeches. Then Miss Merrill looked briskly around the room. "Now, Rachel, I believe you're next."

There was a ripple of dry, humorless laughter—almost, Laura thought, like the sound of a rattlesnake. Rachel stood before the class now, her face red, her heavy arms piled with boxes.

Diane Goddard tossed back her head and winked at Steve.

"Well, well, don't we have lots of things to show," said Miss Merrill. "But aren't you going to put those boxes down, Rachel? No, no, not there!"

"Man, that kid's dumb," Steve muttered, and his voice could be clearly heard all through the room.

With a brisk rattle, Miss Merrill's pen tapped the desk for silence.

Rachel's slow smile twitched at the corners. She looked frightened. There

was a crash and a clatter as the tower of boxes slid to the floor. Now everyone was giggling.

"Hurry and pick them up," said Miss Merrill sharply.

Rachel crouched on her knees and began very clumsily to gather her scattered treasures. Papers and boxes lay all about, and some of the boxes had broken open, spilling their contents in wild confusion. No one went to help. At last she scrambled to her feet and began fumbling with her notes.

"My---my speech is on shells."

A cold and stony silence had settled upon the room.

"Lots of people collect shells, because they're kind of pretty-sort of, and you just find them on the beach." "Well, whaddaya know!" It was Steve's voice, softer this time, but all mock amazement. Laura jabbed her notebook with her pencil. Why were they so cruel, so thoughtless? Why did they have to laugh?

"This one," Rachel was saying as she opened one of the boxes, "it's one of the best." Off came the layers of paper and there, at last, smooth and pearly and shimmering, was the shell. Rachel turned it over lovingly in her hands. White, fluted sides, like the closecurled petals of a flower; a scrolled coral back. Laura held her breath. It was beautiful. At the back of the room snickers had begun again.

"Bet she got it at Woolworth's," somebody whispered.

"Or in a trash dump." That was Diane.

Rachel pretended not to hear, but her face was getting very red and Laura could see she was flustered.

"Here's another that's kind of pretty. I found it last summer at Ogunquit." In her outstretched hand there was a small, drab, brownish object. A common snail shell. "It's called a . . . It's called. . . ."

Rachel rustled through her notes. "I---I can't find it. But it was here. It was in here somewhere. I know it was." Her broad face had turned bright pink again. "Just can't find it. . . ." Miss Merrill stood up and strode toward her. "Rachel," she said sharply, "we are supposed to be prepared when we make a speech. Now, I'm sure you remember those rules on page twenty-one. I expect you to know these things. Next time you must have your material organized."

The bell sounded, ending the period. Miss Merrill collected her books. Then, suddenly, chairs were shoved aside at the back of the room and there was the sound of many voices whispering. They were standing now, whole rows of them, their faces grinning with delight. Choked giggles, shuffling feet---and then applause---wild, sarcastic, malicious applause. That was when Laura saw that they were all wearing little white cards with a fat, frizzy-haired figure drawn on the front. What did it mean? She looked more closely.

"HORTENSKY FAN CLUB," said the bright-red letters.

So that was what the whispering had been about all morning. She'd been wrong. They weren't out to get her after all. It was only Rachel.

Diane was nudging her and holding out a card. "Hey, Laura, here's one for you to wear."

For a moment Laura stared at the card. She looked from Rachel's red, frightened face to Diane's mocking smile, and she heard the pulsing, frenzied rhythm of the claps and the stamping, faster and faster. Her hands trembled as she picked up the card and pinned it to her sweater. And as she turned, she saw Rachel's stricken look.

"She's a creep, isn't she?" Diane's voice was soft and intimate.

And Laura began to clap.

APPENDIX G

“The Fan Club” by Rona Maynard

Thoughtfully respond to the following questions. We will discuss them as a class.

Worksheet adapted from: Ms. Zomparelli-

<http://www.d155.org/PR/faculty/zomparelli/documents/FanClubStudentSurvey.pdf>

1. Describe a “popular” person. What does he/she look like? How does he/she act?

2. How might a person become popular?

3. In your opinion, why do people gossip about or make fun of other people?

4. How does this story remind you of what we've read in *Speak* so far?

APPENDIX H

Speak Up Prompts

- Speak up about positive peer pressure.
- Speak up about your friends.
- Speak up about your family.
- Speak up about middle school.
- Speak up about your feelings about going to high school next year.
- Speak up about how art can help people cope.
- Speak up about something you wrote in your hallway logs.

APPENDIX I

Format for Taking Notes During a Film
Adapted from: Kathryn Spradlin, Lincoln High School

<p>Two Discussion Questions</p>	<p>Three Vocabulary Words</p>
<p>Three Similarities to the <i>Speak</i></p>	<p>Three Examples of Peer Pressure</p>

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APPENDIX J

Literature Circles Book Talk Rubric

Criteria	Points
Group made a visually appealing, informative poster.	25
Group gave an accurate summary of their YA novel without giving too much away.	25
Group compared their YA novel to <i>Speak</i> .	25
Group discussed how peer pressure is a theme in their YA novel.	25
TOTAL	100

APPENDIX K***Speak* Book Review Rubric**

Criteria	Points
Student clearly stated his or her opinions about the book.	15
Student backed up his or her opinions with specific examples from the text.	20
Student put forth a genuine effort, making minimal mistakes in spelling and grammar.	15
Total	50

APPENDIX L

Performance Assessment Options and Rubrics

Option 1: Make a Soundtrack

Description: Mix and burn a fifteen-song soundtrack to the theme “peer pressure.” Write a paper explaining how each song could be connected to a character or situation from either *Speak* or the YA novel you read for your literature circle. This connection could be showing how a character felt at one point, how the song would enhance a certain chapter or scene, etc. The paper has no length requirement, and the connections can be a numbered list. But the connections should be clearly explained.

Criteria	Points
The student has at least fifteen songs on the soundtrack.	10
All of the songs relate to the “peer pressure” theme.	20
All of the songs are appropriate for the classroom.	10
Written connections are clearly made and defended.	40
There are little to no grammatical and spelling errors in the paper.	10

Presentation to class	10
TOTAL	100

Option 2: Make a Commercial

Description: Film or put together (using Movie Maker or a like program) a 3-5 minute commercial warning kids about the effects of peer pressure. Write a 2 page paper about how your commercial could have helped a character from *Speak* and a character from the YA novel you read for your literature circle. The characters can be those who were affected by peer pressure or those who put peer pressure on others.

Criteria	Points
Commercial is at least 3 minutes long and does not exceed 5 minutes (by much).	10
Commercial makes sense, flows well, and sends a powerful message about the effects of peer pressure.	25
Paper is at least 2 full pages.	10
Paper discusses a character from each book.	10
Paper clearly explains how the commercial could affect each character.	25
There are little to no grammatical and spelling errors in the paper.	10
Presentation to class.	10
TOTAL	100

Option 3: Make a Poster

Description: Make a creative poster about peer pressure using examples and quotes from *Speak* and the YA novel you read for your literature circle, articles/research/statistics, anonymous quotes or situations from your hallway logs, and images.

Criteria	Points
Poster is visually appealing and organized.	15
Poster includes at least 2 examples and/or quotes from <i>Speak</i> .	15
Poster includes at least 2 examples and/or quotes from the YA novel you read for your literature circle.	15
Poster includes at least 2 articles, statistics, or research findings.	15
Poster includes at least 2 anonymous	15

quotes or situations you wrote about in your hallways logs.	
Poster includes at least 4 images.	15
Presentation to class.	10
TOTAL	100

Option 4: Create Facebook Pages

Description: Create a Facebook page for 2 characters from *Speak* and 2 characters from the YA novel you read for your literature circle. You can create these pages in Word documents- they do not have to be real Facebook pages.

Criteria	Points
There is a Facebook page (or pretend page) for at least 2 characters from each text.	25 points
Facebook pages includes characters' basic information.	5 points
Facebook pages include characters' interests.	10 points
Facebook pages include characters' activities	10 points
There are at least 10 pictures to reflect each character	5 points
There are least 5 pretend wall posts for each character	10 points
There are at least 5 status updates for each character	10 points
The theme of "peer pressure" is reflected through each aspect of each Facebook page	25 points
TOTAL	100 points

APPENDIX M

“Fifteen” –by Taylor Swift

You take a deep breath and you walk through the doors
It's the morning of your very first day
You say hi to your friends you ain't seen in a while
Try and stay out of everybody's way
It's your freshman year and you're gonna be here
For the next four years in this town
Hoping one of those senior boys will wink at you and say
You know I haven't seen you around, before

(Chorus)

'Cause when you're fifteen and
Somebody tells you they love you
You're gonna believe them
And when you're fifteen feeling like
There's nothing to figure out
But count to ten, take it in
This is life before you know
Who you're gonna be
Fifteen

You sit in a class next to a redheaded Abigail

And soon enough you're best friends
Laughing at the others girls
Who think they're so cool
We'll be out of here as soon as we can
And then you're on you're very first date
And he's got a car and you're feeling like flying
And you're mamma's waiting up and you're thinking he's the one
And you're dancing 'round your room when the night ends
When the night ends

(Chorus)

'Cause when you're fifteen and
Somebody tells you they love you
You're gonna believe them
When you're fifteen and your first kiss
Makes you head spin 'round but
In your life you'll do things greater
Than dating the boy on the football team
But I didn't know it at fifteen

When all you wanted
Was to be wanted
Wish you could go back
And tell yourself what you know now

Back then I swore I was gonna
Marry him someday
But I realized some bigger dreams of mine
And Abigail gave everything she had to a boy
Who changed his mind
And we both cried

(Chorus)

'Cause when you're fifteen and somebody tells you they love you
You're gonna believe them
And when you're fifteen, don't forget to look before you fall
I've found time can heal most anything
And you just might find who you're supposed to be
I didn't know who I was supposed to be
At fifteen

la la la la...la la la la...la la la la la

Your very first day
Take a deep breath girl
Take a deep breath as you walk through the doors

APPENDIX N

Poetry Terms Pre & Post Test

Name: _____

Date: _____

1. "Delicate daisies dance daintily" is an example of a(n):
 - a. Slant rhyme
 - b. Hyperbole
 - c. Assonance
 - d. Alliteration

2. A stanza of four lines is known as a:
 - a. Free verse
 - b. Quatrain
 - c. Sonnet
 - d. Refrain

3. An extravagant exaggeration would be a:
 - a. Hyperbole
 - b. Synecdoche
 - c. Refrain

- d. Metonymy
4. "A man may break a word with you, sir, and words are but wind" is an example of a:
 - a. Free verse
 - b. Metaphor
 - c. Refrain
 - d. Simile
 5. The repetition of identical or similar vowel sounds is known as:
 - a. Assonance
 - b. Alliteration
 - c. Rhythm
 - d. Rhyme Scheme
 6. A far-fetched comparison of two very different things is known as a:
 - a. Consonance
 - b. Metonymy
 - c. Conceit
 - d. Synecdoche
 7. "The pen is mightier than the sword" is an example of:
 - a. Refrain
 - b. Rhythm
 - c. Metonymy
 - d. Personification
 8. A rhyme in which the final sounds are similar, but not identical is known as a:
 - a. Refrain
 - b. End Rhyme
 - c. Slant Rhyme
 - d. Internal rhyme
 9. The basic rhythmic structure of a verse is the:
 - a. Meter
 - b. Rhyme Scheme
 - c. Stanza
 - d. Internal Rhyme
 10. The pattern of rhyming lines is the:
 - a. Meter
 - b. Rhyme Scheme
 - c. Stanza
 - d. Internal Rhyme

11. When something is used to represent a concept or emotion, the author is using:
 - a. Conceit
 - b. Hyperbole
 - c. Simile
 - d. Symbolism

12. When words rhyme within a line, rather than at the end, it is called:
 - a. Iambic Pentameter
 - b. Exact Rhyme
 - c. Internal Rhyme
 - d. Ballad

13. “Buzz,” “Clunk,” and “Achoo” are examples of:
 - a. Alliteration
 - b. Assonance
 - c. Onomatopoeia
 - d. Hyperbole

14. “She was as happy as a clam” and “His love is like the ocean” are examples of:
 - a. Symbolism
 - b. Assonance
 - c. Hyperboles
 - d. Similes

15. A fixed number of lines of verse forming a unit of a poem is a:
 - a. Consonance
 - b. Stanza
 - c. Synecdoche
 - d. Rhyme

16. When a part refers to a whole or a whole to refers to a part, it is known as a(n):
 - a. Conceit
 - b. Couplet
 - c. Synecdoche
 - d. Assonance

17. Two or more syllables that together make up the smallest unit of rhyme in a poem are together known as a:
 - a. Foot
 - b. Couplet

- c. Refrain
 - d. Quatrain
18. A phrase, line, or group of lines that is repeated throughout the poem, usually after every stanza, is known as a(n):
- a. Refrain
 - b. Elegy
 - c. Meter
 - d. Slant Rhyme
19. “Humpty Dumpty sat on a wall./ Humpty Dumpty had a great fall.” Within these lines is an example of:
- a. Consonance
 - b. Foot
 - c. End Rhyme
 - d. Alliteration
20. A pair of lines that are the exact same length and usually rhyme and form a complete thought are known as a:
- a. Blank Verse
 - b. Stanza
 - c. Couplet
 - d. Refrain
21. “The mountains smiled at me” is an example of:
- a. Personification
 - b. Onomatopoeia
 - c. Alliteration
 - d. Conceit
22. Regularized rhythm is known as:
- a. Rhyme Scheme
 - b. Meter
 - c. Slant Rhyme
 - d. Metonymy
23. The repetition, at close intervals, of the final consonant sounds of accented syllables or important words is known as:
- a. Rhythm
 - b. Assonance

c. Consonance

Question #	Answer Correct/Incorrect	Indicator
1	16/5	4
2	19/2	2
3	19/2	1
4	14/7	4
5	12/9	1
6	6/15	1
7	9/12	3
8	11/10	1
9	3/18	1
10	15/6	1
11	17/4	1
12	20/1	2
13	21/0	3
14	19/2	2
15	19/2	1
16	10/11	1
17	16/5	1
18	19/2	2
19	17/4	4
20	18/3	2

d. Alliteration

24. Which can be measured in terms of heavily stressed to less stressed syllables?
- Rhythm
 - Assonance
 - Iambic Pentameter
 - Meter
25. The most common type of meter, with five feet in each line is:
- Metonymy
 - Ballad
 - Iambic Pentameter
 - Conceit

APPENDIX O

22	20/5	3
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23	10/11	2
24	4/17	1
Indicator	Skill	Sunshine State Standard
23	13/8	2
1	Direct Vocabulary	LA.1112.1.6.1
2	Context Clues	LA.1112.1.6.3
3	Relating familiar and unfamiliar terms	LA.1112.1.6.5
4	Identifying word/phrase relationships	LA.1112.1.6.8

APPENDIX P

Mini-Lesson 1

Purpose: The purpose of this lesson is for students to learn the definitions to common poetry terms by working collaboratively to put definitions into their own words, come up with examples, and teach a term to the class.

Sunshine State Standards:

- LA.1112.1.6.1: The student will use new vocabulary that is introduced and taught directly;
- LA.1112.1.6.5: The student will relate new vocabulary to familiar words;

Objectives:

SWBAT...

- work collaboratively to define a poetry term
- work collaboratively to come up with examples of a poetry term
- teach a poetry term to the class

Materials:

- 4 poetry term cards (one for each group)
- A color card for each student to determine groups

Teaching Procedures:

Time	Teacher...	Students...
1 minute	tells students to get into	get into groups according to

	groups according to the colored cards they received upon walking into class.	the colored cards they received upon walking into class.
1 minute	gives a poetry term card to each group (the terms are alliteration, metaphor, conceit, and metonymy) with the word, the definition, and an example on each.	receive their poetry term cards.
5 minutes	tells the students to come up with a definition of the term in their own words and at least 3 examples and walks around the classroom, assisting when necessary.	come up with a definition of the term in their own words and at least 3 examples.
3 minutes	asks the students to present their definitions and examples.	present their definitions and examples.

Mini-Lesson 2

Purpose: The purpose of this lesson is to help students understand meter, rhythm, and rhyme scheme using familiar lyrics.

Sunshine State Standards:

- LA.1112.1.6.3: The student will use context clues to determine meanings of unfamiliar words;
- LA.1112.1.6.8: The student will identify advanced word/phrase relationships and their meanings;

Objectives:

SWBAT...

- work collaboratively
- find the meter in a song
- find the rhyme scheme in a song
- find the rhythm of the song
- explain the meter, rhyme scheme, and rhythm of a song to the class

Materials:

- Lyrics to “Billie Jean” by Michael Jackson
- Lyrics to “Imagine” by John Lennon
- Lyrics to “Respect” by Aretha Franklin
- Lyrics to “You’ve Lost that Lovin’ Feelin’” by The Righteous Brothers

Teaching Procedures:

Time	Teacher...	Students...
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4 minutes	explains meter, rhyme scheme, and rhythm to the students	listen and ask any questions they may have
4 minutes	gives each group of students lyrics	get into groups and find the rhythm, rhyme scheme, and meter of their lyrics
2 minutes	asks students to share the rhythm, rhyme scheme, and meter of their lyrics with the class	explain the rhythm, rhyme scheme, and meter of their lyrics to the class

Mini-Lesson 3

Purpose: The purpose of this lesson is for students to learn the definitions to common poetry terms by working collaboratively to put definitions into their own words, come up with examples, and teach a term to the class.

Sunshine State Standards:

- LA.1112.1.6.1: The student will use new vocabulary that is introduced and taught directly;
- LA.1112.1.6.5: The student will relate new vocabulary to familiar words;

Objectives:

SWBAT...

- work collaboratively to define a poetry term
- work collaboratively to come up with examples of a poetry term
- teach a poetry term to the class

Materials:

- 4 poetry term cards (one for each group)
- A color card for each student to determine groups

Teaching Procedures:

Time	Teacher...	Students...
1 minute	tells students to get into	get into groups according to

	groups according to the colored cards they received upon walking into class.	the colored cards they received upon walking into class.
1 minute	gives a poetry term card to each group (the terms are slant rhyme, synecdoche, consonance, and iambic pentameter) with the word, the definition, and an example on each.	receive their poetry term cards.
5 minutes	tells the students to come up with a definition of the term in their own words and at least 3 examples and walks around the classroom, assisting when necessary.	come up with a definition of the term in their own words and at least 3 examples.
3 minutes	asks the students to present their definitions and examples.	present their definitions and examples.

Student	Pre [Raw] out of 25	Post [Raw] out of 25	Gains [Raw]
Lindsay	8	14	+6
Jasmine	17	15	-2
Wes	23	23	0
Lamar	16	14	-2
Ryan	18	19	+1
Antonique	13	19	+6
Timothy	18	22	+4
Courtney J.	18	18	0
Courtney B.	15	12	-3
Daniel	18	18	0
Joanna	19	15	-4
Brielle	18	14	-4
Ben	13	10	-3
Peter	22	23	+1
Susan	18	18	0
Taylor	21	21	0
Shantel	18	21	+3
Mallory	19	23	+4
Lydnsey-Anne	13	16	+3
Angelica	18	22	+4
Geoffrey	22	25	+3

APPENDIX Q

Pre/Post Gains Analysis

Pretest	14.96	18	18	15
Posttest	18.2	18	14,18,23	15
Gains	0.81	0	0	(-)10

APPENDIX R

Field Experience Interpretive Essay

I chose to do my field experience on poetry terms because the students had been working on a poetry binder. In the binder they had to include definitions of poetry terms. All of the poetry terms on my pre and post test are from the list they had to define, so I figured that, while they may not have all the definitions memorized, they would be familiar with all of the words. After seeing the results of the pretest, I determined that a lot of the students must have mindlessly copied definitions when they were working on their poetry binders because their scores were not near as high as I had expected, but I decided to look at that as a challenge to get them to really understand the most missed poetry terms from the pretest.

When I created my first lesson, I wanted the students to do group work because I had never observed them doing so in the class. And they are a very social class, so I decided to use that to my advantage. As I presented the first lesson, I felt as though it was a huge success. The students really embraced the group work, and it was good to see

them working with students they do not usually choose to sit by and socialize with. They all remained on task and came up with some really creative examples. The presentations were quick, but I thought they were effective. I even had them re-define the words for me after the presentation, and they did wonderfully.

The second lesson was designed to teach the most missed terms from the pretest: rhyme scheme, rhythm, and meter. I defined and gave examples of each. Then I had them get into groups and find each in song lyrics. They had a lot of trouble with this, which I think was due to both a poor explanation on my part and the limited time. By the end, I was confident that at least 2 students from each group really understood the concepts because there were definitely group leaders and those who sat and said nothing. Upon retrospect, I think I should have spent more time explaining the concepts to them. I also think I should have gone through a song with them rather than having them get into groups.

I decided to do my third lesson the same way I did my first because I felt that that concept worked really well the first time. Vocabulary was the main issue with the pretest, and there were still a lot of words that were commonly missed. This lesson seemed to go as successfully as the first. The students worked well together, participated appropriately, and came up with great definitions and examples.

I was extremely disappointed by the results of my posttest. The gains were not what I expected at all. I think that this was due to a few factors. First, I really think that the students rushed through the posttest because they did it at the end of the period and they knew it would not count toward their actual grade. Secondly, I feel that my time limitations affected my ability to effectively teach all of the terms I set out to. Lastly, I

think that the loud, busy atmosphere of the classroom was distracting while a lot of the students took the test because they all took it after they finished another assignment, so each student took it at a different time.

Upon reflection, I wish that I had not set out to teach so many terms. I thought that it would be totally doable, but ten minutes really is not enough time for the students to learn, collaborate, and present. I am starting to realize that the way I manage my time on paper is almost never the way it works out in a real classroom. Students have way too many questions and distractions and social calls to stick to strict schedule. I also realized how great it feels to read the numbers and see that some students actually learned from my lesson. While I was very disappointed with the posttest results, it felt really good when I saw that some of the students gained points. I felt, as I calculated those scores, that I really made a difference and transferred knowledge. I have never felt that before, and I feel extremely motivated to always do my best work so that students can improve and I can have that feeling throughout my teaching career.

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