

Cool Runnings

“Peace be the Journey”

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[Four week unit plan for eleventh-twelfth grade English students centered around the novel *On the Road* by Jack Kerouac.]

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Goals and Objectives

The main goal of this unit is to help students explore journeys and learn more about them and themselves. The students will be doing an array of activities that will help them think about journeys and even discover more about themselves. My goal for all my units and lessons is to use many different strategies and activities to maintain students' interests and to help as many

students become engaged as possible. Students are all unique so I tried to cater to many diverse learning styles.

Writing is also a huge aspect of my unit. Writing is extremely important to me and I want my students to see the power in the written word as well. My goal is to not only get students to write, but to get them to love (or at least enjoy) writing. I have many different assignments, from daily bell work to full comparison essays that allow students to explore different writing styles to express themselves. My unit is all about the individual; whether, it's getting students to express themselves in words or its activities that allow students to think about their beliefs and experiences, my main goal is to allow students to discover more about who they are.

Sunshine State Standards

LA.1112.1.6.1: The student will use new vocabulary that is introduced and taught directly.

LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.

LA.1112.1.6.5: The student will relate new vocabulary to familiar words.

LA.1112.1.6.10: The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.

LA.1112.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LA.1112.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning.

LA.1112.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.

LA.1112.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.

LA.1112.1.7.7: The student will compare and contrast elements in multiple texts.

LA.1112.1.7.8: 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.1112.2.1.1: The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text.

LA.1112.2.1.3: The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities.

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

LA.1112.2.1.5: The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial.

LA.1112.2.1.6: The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback).

LA.1112.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details.

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.

LA.1112.3.1.3: The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LA.1112.3.2.2: The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.

LA.1112.3.2.3: The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.

LA.1112.3.3.1: 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.1112.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

LA.1112.3.4.1: The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*).

LA.1112.3.5.3: The student will sharing with others, or submitting for publication.

LA.1112.4.1.1: The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description.

LA.1112.4.1.2: The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Rationale

Journeys are a major part of life. In fact, many call life itself a long journey. We start out as babies, grow into children, then free-thinking teenagers, and finally become adults. We have experiences that shape who we are and meet people who have great affects on us, both positive and negative. I have chosen to create my unit around the theme of journeys because it is a theme that students experience in their daily lives. According to Peter Smagorinsky, “such archetypical

experiences provide a compelling way to organize an English curriculum, one that is responsive both to recurring patterns in all art forms and to students' authentic interests in learning" (Smagorinsky 118). The unit can be relevant and interesting for the students, allowing them the opportunity to want to learn.

This unit is designed with high school Juniors in mind, but it could easily be adjusted for Seniors or possibly even Sophomores. Juniors and Seniors are coming to the end of one of life's journeys and are preparing for the next major journey of college, the military, a job, or whatever it is that lies before each student. I want to send these students off into the world with a better grasp of life and its many journeys. One of the great educational theorists, and a man whom I admire, John Dewey believed that we received the most education from the daily experiences we have. He supported real-world, hands-on education. His idea of learning was, "the ability to construct meaning, to see something in relationship to something else familiar, and to make connections to the real world context" (Beers 249). The lessons I have created are not only relatable but also use many interactive and hands-on activities; like the ancient Chinese proverb says, "Tell me and I'll forget; show me and I may remember; involve me and I'll understand." I think students need to participate more in their education and really get engaged in the lessons, and one of the best ways to do this is to create lessons that are relevant to the students.

The name of the unit "Cool Runnings" actually comes from the name of my favorite movie, *Cool Runnings*. The word is Jamaican for "peace be the journey" and is the name the Jamaicans give their bobsled. *Cool Runnings* follows the tale of four Jamaicans who have dreams of competing in the Olympics. Each of the main characters is dealing with his own struggle in life. They get the chance to go to the Olympics, but they are forced to compete in one of the most unlikeliest sports – bobsledding. The movie is based on a true story and really

captures how passionate these men were about representing their country and competing in the Olympics. It's really inspirational and also, since it's Disney, proves to be a fun story to watch. I thought the movie would be a great name for the unit and then decided to use it as an entertaining introduction to journeys.

To get the students engaged in the rest of the unit, I created a group project to go along with the main text of *On the Road* by Jack Kerouac. While we are reading and exploring Kerouac's novel in class, the students will also be working on their own journeys in groups. The students will have the option of completing the religious journey, animal journey, internal journey, or physical journey. Each journey will involve its own missions that require students to read or watch supplementary texts. Though we will travel as a class on Kerouac's voyage, the students will rely on their group members and on themselves in order to complete their own personal mission. This will allow them to create their own experiences and figure things out for themselves a lot more.

When the students are not working in their groups, the entire class will be working with the novel *On the Road* by Jack Kerouac. Kerouac is famous for being a member of the infamous Beat Generation, a group of wild writers who wrote mostly during the 1940s and 1950s. They didn't always follow the conventional rules of literature or of life, and were often times they found themselves being censored. Using a novel by Jack Kerouac allows me to teach the students about a different set of writers than they usually hear about. These writers are more fun, interesting, and outrageous. *On the Road* has been edited and literary standards have changed, but it always interests a kid to tell them they're about to read a book that was once censored. Plus, it allows for more lessons involving censorship, obscenity trials and censorship laws, and the changing of standards involving novels.

Jack Kerouac is an acclaimed author who has many adventurous and exciting stories to share with the world. I think the students deserve to look at something just as wonderful as the other classics read throughout high school, but just a little different. I hope my lesson will inspire some students and allow students to get excited for reading. Though the classics that every student knows, like William Shakespeare and Charles Dickens, are still important, I also think it's best to allow students to explore other authors. Jack Kerouac certainly doesn't have the name recognition of Ernest Hemingway, but that doesn't invalidate any of his work. His writing is just as significant but for its own reasons and because of its own place in history.

Unit Outline

Day 1

Bell work: The bell work for this day will simply be the teacher using freerice.com with the students. The website allows people to practice vocabulary while helping with the world hunger problem. The teacher will take just a few minutes right after the bell rings to go through some of the vocabulary words with the students.

Class work: The teacher will play clips from the movie *Cool Runnings*. She should show clips from the beginning, introducing the five main characters (Sanka, Derice, Junior, Yule, and Coach Irving Blitzer) and the struggles they encounter. The teacher will then show clips later on in the film as the characters face more hardships and eventually overcome stereotypes, setbacks, and differences. The students will fill out a worksheet asking them questions about the different characters' journeys (See Appendix A). The teacher will have students discuss their answers, and she will also be discussing the clips. The teacher will also be discussing the general concept of journeys; physical, internal, animal, religious, and how it all relates to *Cool Runnings*. The teacher will have folders set up for each student to use during this unit. Before the students leave they will put their worksheets in their specified folder.

Homework: No homework will be given this first day.

Day 2

Bell work: The teacher will give each student a new journal to begin today (or several papers stapled together if budget is an issue). The students' bell work will be to write for 5 minutes about a journey they took. This should be a physical journey and can involve long travel or a journey to the grocery store that was somehow special.

Class work: The teacher will pass out *On the Road* after the bell work is complete. The students will be handed a pre-reading worksheet to fill out (See Appendix A) They will be able to complete the worksheet using the books they have just been handed out. After students have had adequate time to answer the questions, the teacher will begin discussing what the students answered. This discussion should continue with the students discussing background information related to the novel, Jack Kerouac, and the Beat Generation. The teacher should have pictures of some of the Beats to show the students. It should be especially noted to the students how different the Beats were. They didn't fit in with society and most didn't even become popular until long after their deaths. The teacher should show the students a video of Allen Ginsberg reading his most famous poem "Howl" (<http://www.youtube.com/watch?v=MVGoY9gom50>), or at least the beginning of the video. This will show the students another example of the writing style and focus of writing that was so unique to the Beats.

Homework: The students will not have homework on this day.

Day 3

Bell work: The students will get out their journals and write for 5 minutes about their initial impression of Jack Kerouac and the Beats. They can discuss their early feelings about the book as well.

Class work: The class will begin reading *On the Road* together today. Before the students begin reading the teacher will review the specific style of writing that Jack Kerouac uses. Although this was briefly touched upon the day before, the teacher will discuss just Kerouac's style and his desire to not edit that much. The novel the students will be reading has been edited by publishers and Kerouac, but the students should understand that the original version of *On the Road* was written in just a few days on one long sheet of paper fed through a typewriter. It was written with the intention of not being edited. The teacher will begin reading the novel aloud and call on student volunteers to continue reading. The class should try to make it through chapters 1 and 2. The teacher should stop periodically during the reading to discuss important points with the students.

Homework: The students will not have homework if the class was able to make it to the end of chapter 2. If the class didn't make it to the end then the students will be assigned the rest for homework.

Day 4

Bell work: The teacher will place a picture from 1948 on the overhead (See Appendix A). She will have the students write for 5 minutes about the picture of the family, what they're doing, and what they think about it all. The teacher will ask for students to share their thoughts at the end of the 5 minutes.

Class work: When working with novels that take place during different time period, it's important to help the students understand the time as much as possible. They have already been exposed to two chapters of *On the Road*, they will now gain a better understanding of the times. First, the students will focus on vocabulary. Some of the terms in Kerouac's novel may be unfamiliar to the students because they aren't used as much anymore. The teacher will have students work in pairs to find words in chapters 1 and 2 that they don't know. The students should find the words and then look them up using a computer or dictionary. Some words that will be important to note are: jalopy, obsequiously, benny addict, and roulette. The teacher will lead the class in a discussion about the unfamiliar words. Students will discuss their words and eventually every partner group will select one word that is most important. Each group should have a different word so the choice of words should be discussed. The word and its definition will be written on a cut out shape that the teacher has ready. The students will place the shapes on a Word Wall the teacher has set up on one of the classroom bulletin boards. The Word Wall will remain up through the unit and students will be encouraged to add important words when they find it necessary. The teacher will then screen clips from the movie "The Source" for the students. This is a film that uses Johnny Depp, Dennis Hopper, and many of the original Beats themselves to explain the Beats. There is a lot of real life footage that would be important for the students to see.

Homework: The students will have to research one popular word from the 1940s. They need to find something that a lot of people said that isn't as well-known today. The students will write the word and its definition on a piece of paper. They will also need to illustrate the picture. They can print out a picture, cut something out from a magazine, or draw the picture by themselves.

Day 5

Bell work: The class will start off with a brief survey (See Appendix A). The survey is about students' views on censorship. This will get students thinking about the topic before we continue with it for the rest of the class period. The teacher will lead the students in a discussion, asking the class to share their opinions.

Class work: Today's lesson will of course revolve around censorship. This goes along with the Beats and this novel in particular. The teacher will have the First Amendment displayed on the overhead projector or written on the board for the students to see. The teacher will ask the students to discuss any information they already know about the First Amendment from History class or from anywhere else. The teacher will discuss how censorship itself has gone through a journey. What once was considered too obscene to print is now something that the average third grader might pick up to read. The teacher will go to the websites <http://712educators.about.com/cs/bannedbooks/a/bookbanning.htm> and <http://www.ala.org/ala/issuesadvocacy/banned/bannedbooksweek/index.cfm> after connecting her computer to a TV monitor or overhead. She will scroll through the information with the students and discuss it all. Using chart paper, have the students list reasons why books are censored. Questions to address during the discussion are: What reasons might be given for the banning or challenging of a book? Why might a particular group or person want to protect a child from some of the ideas in the challenged books? Why might it be important for students to read books that explore controversial or sensitive topics? How might controversial books be used to break down stereotypes and bias?

Homework: Over the weekend the students will have a research assignment. They will need to find one Supreme Court case or event in history that helped shape America's views on censorship. The students must find something that has affected the journey of censorship and write a 1-3 page paper about the case/event and its affect.

Day 6

Bell work: When the bell rings and class begins the teacher will have each student speak briefly about the research they completed. Each student will have to share something about the information they collected over the weekend. After every student has spoken, the teacher will collect all the papers to be graded.

Class work: After all the papers have been turned in the teacher will introduce the journeys project that the students will be working on in groups. The teacher will introduce each of the four journeys that the students can choose to go on: religious journey, animal journey, internal journey, and physical journey. She will read about the texts that are associated with each journey and the types of activities that go along with the different journeys. After the teacher has thoroughly explained each journey she will have each student rank the journeys in order from which one they most want to go on to which one they would least like to go on. The teacher will collect the students' papers. She will look at the orders at night and try and assign students either their first or second choice. The students will next continue with *On the Road*. She will work with the students on creating a K-W-L chart. The teacher will draw the chart on the board and then discuss with the students what has happened so far in the novel. The teacher will call on

students to come to the board and fill in the chart. The teacher should be repeating aloud what each student is writing on the board so everyone can hear. The students should be replicating the chart in their own notes. After the students have enough time to discuss the events so far in the novel, the teacher will have students read individually to the end of chapter 3 and stop. She should ask the students if they were able to answer any questions from the W column and/or fill out anything in the L column. After the discussion the teacher will pick up at chapter 4 and read until the end of the period, pausing periodically for discussion.

Homework: The students will not have homework on this day.

Day 7

Bell work: The students will use their journals for bell work. They will be instructed to compose an acrostic poem about a character in *On the Road*. The students will use the characters name and for each letter will write either a word or short phrase. This will be a real quick assignment and the students shouldn't be expected to put too much effort or thought into it. The point is to get them to describe the characters however they first think of them.

Class work: The teacher will be announcing the groups today. She will let each student know which group they are in and then have everyone get with their groups. When all the members of the group are together the teacher will hand each group their packet (See Appendix A) with all their missions and materials. The students should take some time to read through the materials in the packet together. They won't need to know everything now, but it would be good if they at least read through and had an idea about what would be expected of them. The groups will begin working on their Introduction Worksheets that are with their packets. The teacher will walk around, observing, and making sure all the groups stay on task.

Homework: The students should be preparing for mission 1. They need to be thinking about the text and doing any necessary research or preparation to be ready to work on the mission. The students will also have to read to the end of Part II by the next class period.

Day 8

Bell work: The students will watch the clip: <http://www.youtube.com/watch?v=kmfeKUNDDYs>. After the clip is done playing the teacher will have the students write a reaction to what they saw in their journals. They should mention their views on jazz and what they thought of the song.

Class work: Jazz is a huge aspect of *On the Road* and a big influence on the Beats and many others throughout history. Jazz is a musical genre that is about journeys. Jazz is fun and

emotional; it can tell great stories. The teacher will take the students to a computer lab (unless enough computers for the entire class are available in the classroom). The students will be researching and exploring jazz a little on their own. Each student will have his or her own computer to work at. The students will be using a page in their journals. They will be creating double entry journals as they explore jazz websites. Headphones should also be available for the students so they can listen to and appreciate the music. If enough headphones aren't available, the teacher might consider playing some jazz lightly in the background. As the students come across interesting information they will quote it on one side of their journal. On the other side they will write their reaction to this (how it makes them feel, what it reminds them of, etc). The teacher will allow each student to share one fact they found and their reaction to it (this could either be done in the computer lab or classroom depending on time).

Homework: For homework, the students will have a crossword puzzle with jazz musicians' names. The worksheet will be collected and checked for completion the next class period.

Day 9

Bell work: The students will use their journals to write a brief statement describing their thoughts on the novel so far. They should discuss the journeys that are taking place in the novel as well. The students will have about five minutes to write. When the time is up, the teacher will collect the students' journals. She will review over them to make sure the students are doing what they are supposed to be doing.

Class work: The teacher will play a couple clips from the C-SPAN video "Writings of Jack Kerouac". The students should write down five facts they learn while watching the video. This will be collected and checked for completion to ensure that students are paying attention. After the clips the teacher will begin reading aloud with the student. She will call on students to continue reading. They will read until the bell rings.

Homework: If the students don't get as far along in the novel as the teacher wants she may assign some reading for homework. Otherwise, there will be no homework.

Day 10

Bell work: Since the teacher will still need the students' journals to review, she will do freerice.com with the class for the day's bell work.

Class work: The students will get together in their groups. They will work together to complete their specific first mission. Each group will have an activity that is generally the same, but uses different texts. The teacher will walk around to make sure the students are staying on task and

not just chit chatting about the weekend, but she should generally stay out of their ideas. The group work is for the students to go through a journey on their own.

Homework: The students will have to finish Part I by the next class period. They should be fairly close, but this will be assigned over the weekend in case anyone needs more time.

Day 11

Bell work: The teacher will pass the students back their journals. The teacher will ask the students to write down any questions or concerns they have about the novel or anything that is happening in the unit. The teacher will take have volunteers that want to share, share.

Class work: The teacher will give the students a short reading quiz (See Appendix A) at the beginning of the period. The quiz isn't meant to be hard, just to make sure everyone did their reading. The students will then get out their books and the entire class will read together. The teacher will play popcorn with the students to pick readers. After reading a little bit, the teacher will begin discussing the original way the story was written. When Jack Kerouac wrote "the scroll", as it's called, he didn't acknowledge any paragraphs and rarely used punctuation. The teacher will place a passage from the novel on the overhead that doesn't have any punctuation:

By a wonderful coincidence I had a pair of old shoes sitting around Clementines closet I said to her holding the phone listen Neal absolutely needs shoes I'm going to give him the old pair how about letting him come over and pick them up no definitely no she said and how forewarned can you get but we agreed that I could meet him on the corner down the street and hand them over yass o yass said Neal sensing all this and he hitched in from the country and met me a half an hour later on the corner it was a beautiful afternoon I had also been dispatched to get a quart of vanilla ice cream for Clementines supper party with friends and came to Neal whim I found playing baseball with a bunch of kids while he waited carrying an old pair of shoes in a brown paper bag and a quart of vanilla ice cream

The teacher should hand the students a sheet with the paper and tell them to use any type of punctuation, from quotations to periods to commas to dashes to make the paragraph make sense. After the students have had enough time to work, the teacher will ask students to come up and place the punctuation on the overhead slide with the passage where they thought it should go. The teacher can discuss with the students how punctuation changes meaning. She will share with students the correctly punctuated passage.

Homework: The students will not have homework on this day.

Day 12

Bell work: The teacher will have the students use their reading journals to write about their journey as they've reached just past the halfway point of the unit. The students need to use at least two of the words from the Word Wall in their writing as they discuss their personal journeys thus far.

Class work: The students will meet up with their groups to work on mission 2. Many of the groups have videos to watch for this mission so the teacher will arrange for the students to have access to computers and headsets. The students will have the entire time, besides the bell work, to work on their group work. Once again, the teacher will be walking around to make sure the students are on task, but will otherwise not play a role in the students' work.

Homework: The students' only homework will be to complete anything that they need to for their group work.

Day 13

Bell work: The students will write in their journals about a trip they've been on. The students should describe where they went, why, and what they did.

Class work: Today the students will be putting together a better visual representation of the physical journeys taking place in *On the Road* using the website www.googlelittrips.com. This website uses Google Earth to help students reenact trips from popular literature. The website has many trips that have already been saved; *On the Road* is not one of them, but it will be better for the students to work together to create their own maps of the trip. The class should be divided into small groups of 2 or 3. Since this is all being done on the computer the groups should stay small so everyone can see and contribute. The teacher will pull up the program so that the entire class can see it. She will show students the features of the website and how to use all the tools. If the teacher has not already taken the students to the computer lab she should do this now. The students will work quietly in their groups to re-trace the steps of the journey from the novel. The students will have their books with them so they can use those to help verify the trip route. The groups' maps will be printed and displayed in the classroom.

Homework: The students will be assigned the next chapter to read in *On the Road*.

Day 14

Bell work: The teacher will have the students answer the following two questions in their journals: Is Dean a hero, a failure, or both? and What is Sal's attitude toward America? The class will discuss the answers to these questions after they have had enough time to write.

Class work: The students will have a sort of catch up day today. They can work on any worksheets they are missing, they can work on their presentation projects that are due at the end of the next week, they can work on their group stuff, or they can simply read *On the Road*.

Homework: The students will not have homework on this day.

Day 15

Bell work: The teacher will read to the students for their bell work. They will simply sit and quietly listens to the teacher as she reads about seven minutes or so of *On the Road*.

Class work: The students will have the rest of the day to work in their groups. The groups should be finishing up Mission 2, if they haven't already, and beginning Mission 3. The students should be working hard to get through their texts and complete their journeys.

Homework: The students will complete anything necessary for their group work.

Day 16

Bell work: The students will begin the day with music. Their bell work will not involve work of any kind. In fact they will be told to put any assignments or books or anything away. The teacher will play a relaxing song and display a slideshow with nice, chill images. The students will be writing for the rest of the class so this is just to calm them down and get them ready to go.

Class work: The students will be told to get out a few sheets of paper. The teacher will explain that the students will be free-writing like Jack Kerouac. They will not have time to go research or prepare anything. Instead, the teacher will assign the topic and see what the students are able to come up with during the class period. The students will have to write a comparison paper discussing the similarities and differences between two of the journeys the students have discussed this semester. One of the journeys has to come from *On the Road* and the other journey can come from any text that was discussed within the unit (from *Cool Runnings* to the individual texts in the groups). The teacher will not assign a length but will tell the students they must continue to write the entire class. The students should not be reading over their work or editing it, just writing. The teacher will have the students put their writing in their folders before they leave.

Homework: The students will read the next chapter in *On the Road* for homework.

Day 17

Bell work: The students will use their journals to write about their experience writing yesterday. They should address how they felt about writing so quickly and not being able to edit or look back on what they had written. After the students have had time to write the teacher will ask for some students to share their work.

Class work: The students will be partnering up for peer review. The teacher will have the desks formed into a circle. A group of students will sit in the desks inside the circle and stay put. The rest of the students will revolve around the room, spending time with each stationary student. The students will revolve around like during speed dating. Everyone will get 7 minutes with the person. In that time, the two will trade papers and go through each others' work, looking for mistakes and sections that need clarity. The students should be focusing on content over grammar and spelling mistakes but can be looking for both. The teacher will be monitoring the time and will let the students know when they have a minute left and then when the outside group needs to move on to the next person. The time spent with each person might need to be adjusted depending on the number of students in the class.

Homework: The students' homework will be to use the advice and marks of their peers to edit their papers.

Day 18

Bell work: The students will write in their journals a reflection on the unit. They will discuss what they liked and what they didn't like. They will also talk about things they have learned during their journeys and how they have grown. The students will turn their journals into the teacher after they have finished.

Class work: This will be the last day the students have to work in their groups. They will be finishing up any missions that need work and completing all the final assignments. The teacher will also be available to discuss any last minute concerns with students or to review projects if a student wants a little feedback.

Homework: The students' only homework will be to finish up their projects and be prepared to present tomorrow.

Day 19

Bell work: There will be no bell work so that the class has time to watch more presentations.

Class work: The students will be presenting their final group presentations to the class. The presentations will be done individually. Each student will create a video, song, play, etc that represents the journeys they went on during their group work. The students are expected to be creative with this. The students that are not presenting will be expected to remain quiet and pay attention to each person presenting. The students will also be expected to fill out a peer evaluation form about each of their classmates.

Homework: The students will not have homework on this day.

Day 20

Bell work: Once again, there will be no bell work. In order to get through the rest of the students the entire class period would need to be devoted to presentations.

Class work: The students will be presenting projects again today. The same rules and standards from the previous day apply for this day. Students will need to continue to stay quiet and fill out peer evaluations as they watch their classmates' presentations.

Homework: The students will not have homework on this day.

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Appendix A

Name: _____

Date: _____

Class: _____

Cool Runnings

Character Journeys

Answer each question as you watch the clips from the movie *Cool Runnings*. All answers should be in complete sentences.

1. Briefly describe the problems each character is dealing with in the beginning?

-Sanka Coffie:

-Derice Bannock:

-Junior Bevil:

-Yul Brenner:

-Irving "Irv" Blitzer:

-
2. In a couple paragraphs describe the journey that one character went on. Use your description from question one for that character and elaborate on the character's struggles and the process he goes through to overcome.

-
-
3. In one sentence write how each character finds a solution to his problem in the end.

-Sanka:

-Derice:

-Junior:

-Yule:

-Irv:

Name: _____

Date: _____

Class: _____

Pre-Reading

On the Road by Jack Kerouac

1) Looking at the cover art only, what do you think this book is about?

2) Read the summary on the back of the book (or inside cover), what type of story (genre) do you think this book is (romance, drama, adventure) and why?

4) Based on this first look, do you think you will like this book? Why or why not?



Censorship Survey

1. **Do you think censorship protects kids from material that is inappropriate for them?**

2. **Which, if any, of the reasons below do you think are good reasons to censor books, magazines, or Web sites? (Circle the ones you agree are good reasons to censor. You can pick as many as you like.)**
 - Bad Language
 - Graphic violence
 - Racism
 - Sexism
 - Pornography
 - None
 - Other

3. Which of the statements below do you agree with? (Circle Agree or Disagree for each statement.)

The government and/or school system should censor material that is inappropriate for kids.

Agree
Disagree

Writers, editors, and TV and film producers should censor themselves by not producing material that is inappropriate for kids.

Agree
Disagree

Kids should be able to decide for themselves whether something is appropriate for them or not.

Agree
Disagree

Only parents should decide whether something is inappropriate for their children to see.

Agree
Disagree

Mission 1: Congratulations on starting your first mission! Your journey will involve animal migration and poetry and songs. You will read through several poems and songs related to animals. Each individual in the group will analyze one song or poem, and then your group will work together to write a poem or a song related to animal migration.

Mission 2: Your mission this week involves the exploration of sea animal migration. This week the you will have access to the film *Finding Nemo*. There is a worksheet that goes along with the film and asks questions about the different characters in the film. You will also be focusing on whale migration. Humpback whales travel long journeys each year and your mission will be to look deeper into their migration. Directions for your whale migration project can be found with your group's packet.

Mission 3:

Here Come the Geese

Barenaked Ladies Lyrics

Look up in the sky
They said on the radio station
They're up quite high
Flying in a V formation

Here come the geese
Here come the geese

Now they're on the lawns
The patios and ponds
On the sidewalks
On the rooftops

On the hillside
On the playground slide
In the shadows
The parking lots, the meadows

The fences and ledges
Benches and hedges
In the schoolyard

On the boulevard

In the high school halls
In the shopping malls
Watch under your feet
They said on the radio station

Here come the geese
Flying in a V formation
Here come the geese
Flying in a V formation

Here come the geese
Flying in a V formation
Here come the geese
(Here come the geese)
Flying in a V formation

Here come the geese
(Here come the geese)
Flying in a V formation
Here come the geese
(Here come the geese)
Flying in a V formation

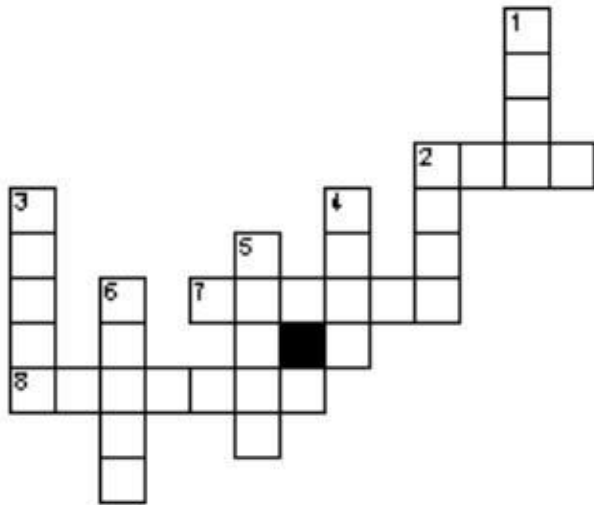
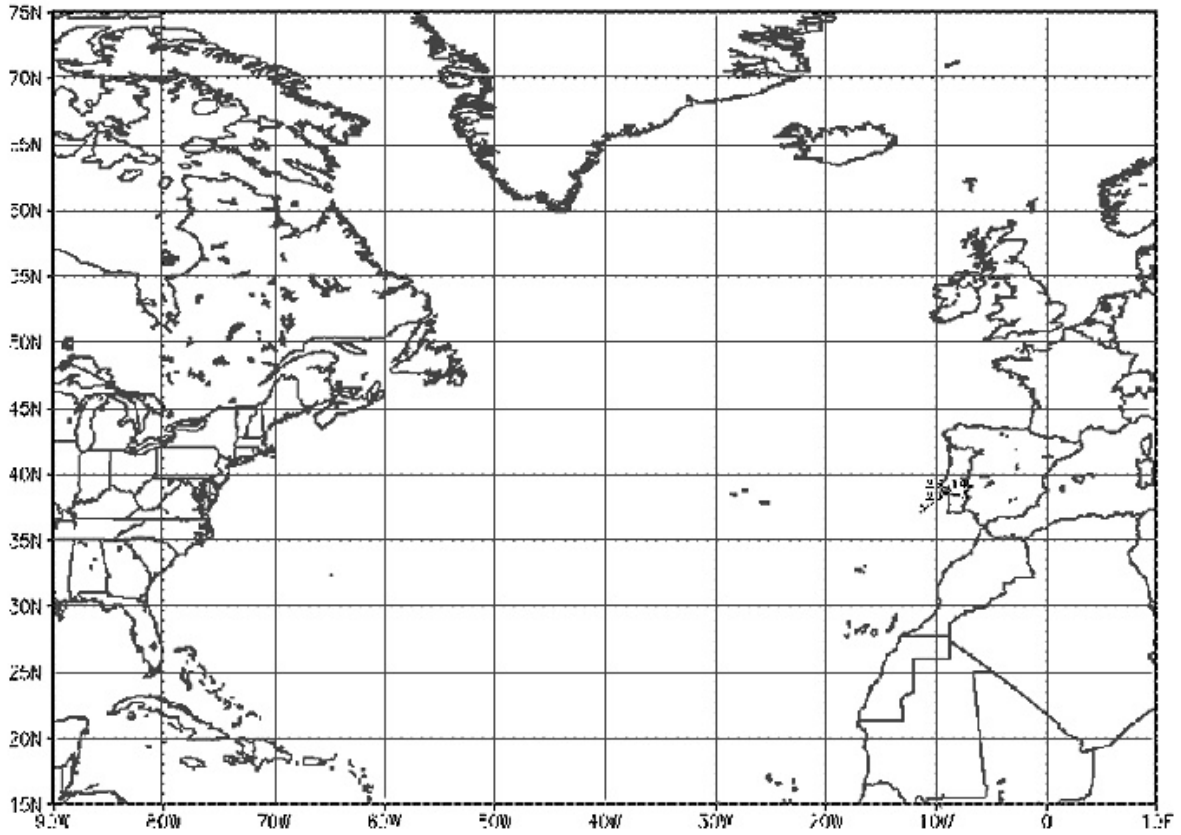
Here come the geese
(Here come the geese)
Flying in a V formation
Here come the geese
(Here come the geese)
Flying in a V formation

Flying in a V formation
Flying in a V formation
Flying in a V formation
Flying in a V formation
Flying in a V formation

Whale Migration Project Directions

1. Explore several different resources about whales with your group.
 - a. Look at the website <http://www.whaleroute.com/migrate/> for background information about migration and information about patterns of migration.
 - b. Play a whale migration game with a partner at http://sanctuaries.noaa.gov/whales/main_page.html
 - c. Listen at the link <http://www.youtube.com/watch?v=xo2bVbDtiX8> to listen to the sounds of a humpback whale.
 - d. Flip through the book *Humpback Whales* by Phil Clapham.
2. Discuss migration, why whales migrate, and the dangers whales face on their journey with your group.
3. Locate the two ends of the humpback whales' migration routes. (See map) On a chart of the western Atlantic Ocean, mark the two ends of the humpbacks' annual migration between Stellwagen Bank, off Massachusetts, and Silver Banks, off the Dominican Republic. Compare temperature readings of these locations.
4. You will now create a board game of whale migration using a map of the Atlantic Ocean from the Gulf of Maine to the Caribbean as the game board. You must make up chance cards to show hazards and benefits along the way.

WhaleNet
<http://whale.wheelock.edu>



Across

2. _____ Ellington
7. _____ Holiday
8. Wynton Marsalis's instrument

Down

1. Thelonius _____
2. _____ Brubeck
3. _____ Basie
4. _____ Fitzgerald
5. _____ Davis
6. _____ Armstrong