

Haley Byfield

11<sup>th</sup> Grade English Conceptual Unit Plan

“Planning for the Future”

Florida State University

## TABLE OF CONTENTS

Rational.....	pg. 3
Goals and Objectives.....	pg. 7
Standards.....	pg. 8
Point Distribution.....	pg. 9
Unit Outline.....	pg. 10
Week One.....	pg. 10
Week Two.....	pg. 11
Week Three.....	pg. 13
Week Four.....	pg. 15
Appendix.....	pg. 17
Appendix a.....	pg. 17
Appendix b.....	pg. 18
Appendix c.....	pg. 19
Appendix d.....	pg. 20
Appendix e.....	pg. 20
Appendix f.....	pg. 20
Appendix g.....	pg. 21
Appendix h.....	pg. 22
Appendix i.....	pg. 23
Appendix j.....	pg. 24
Appendix k.....	pg. 25
Appendix l.....	pg. 25
Appendix m.....	pg. 26
Appendix n.....	pg. 27
Appendix o.....	pg. 28
Bibliography.....	pg. 29

## RATIONAL

Knowing ones past in order to make for a better future is an important concept followed not only by historians, but by the everyday man. Having a student question what the future will hold opens a vast amount of opportunities that not only challenge them to look at themselves, but their world as a whole. Through this unit they will discuss where they see themselves from one to 50 years from now, along with analyzing what the world around them will also be like.

Through this evaluation they will venture into constructing the differences they see in our world now versus the one of the future. The overarching theme of learning from one's past to map out their future will be implemented through various stimulating activities that will not only engage students, but let them retain the information learned. It is important for high school juniors to begin questioning their future, and to explore different options. Informing them and having open discussions on daily journal entries that question specific situations in the future will help enhance their understanding of what is next to come.

It is a part of human development to feel the pressure of making your first big decision, and I would like to build my students confidence in knowing that they are making the right choice. Yes, they have another year to arrange plans, but it is important to start exploring all options early so they are comfortable with the one they make. I would also like to incorporate literary significance into this theme with the short story "Hives" from Kara Dalkey that illustrates how cell phones become self-destructive in a futuristic setting. This will focus on the current social problem of how technology is growing rapidly and whether students view this as a benefit to the future or something that will be the destruction of us, as mentioned in the story.

The main text used in this unit will be "The Hunger Games" by Suzanne Collins. This is a modern Young Adult novel that takes us into Collins interpretation of the future which is dark

and bleak for most members of society. Besides viewing ones perspective on what the future can hold, this novel explores important literary themes such as social injustice, survival, love, and fear. Students will showcase their knowledge on the novels main concepts and themes by presenting a multimedia group project through the online website Glogster. Students will learn to collaborate and work as a team to create a poster that illustrates knowledge on the text as well as creativity through visual effects and communication through the ten minute presentation.

It is very important to not only chose a novel that is engaging to students, but to provide an analysis of their comprehension through a component of technology. Technology is a huge factor to every student's future, whether they like it or not, and it is important to have their final evaluation based on an online poster project. Students will be given a detailed demonstration on how to use Glogster and given in-class time to work with their group members to create their poster online. Students will also be asked to explore the idea of what technology will be like in the future, a prediction that is hard to make but beneficial to question about. Having student's link literary analysis to technology creates a classroom environment that is current and adaptive to what is next.

The novel "The Hunger Games" leads into the next justification of using the theme of predicting the future which is relevance. Students want to read something that is current, where they empathize with the main character and what he or she is going through. "The Hunger Games" is a popular Young Adult novel that will correspond between a student's life and the novel. Katniss, the novels main character is an underdog that resists authority, but through her commitment to her family and friends she proves stronger than she ever imagined. The novel consistently brings highly intense scenes that will have students grasping for more, while they also elaborate on how real emotions stay intact whether past or present.

Besides the final multimedia project of creating a group Glogster poster that illustrates “The Hunger Games” themes and characters, students will also be asked to examine their personal futures through a writing assignment. In this assignment they will write a letter from their future selves in the year 2050 to themselves now, describing their surroundings and life in extensive detail. Not only thinking about one’s future is important, but predicting it as well will help students question their goals. Personal writing is a strong connector to students finding their voice and being able to express their ideas and originality. This is an activity that makes writing fun, where even students who do not enjoy writing will think of this assignment as pleasure as opposed to another assignment.

This writing activity will also bring civic awareness into a student’s life, having them question what their community is like now and how it will shape in years to come. Through examining where our nation is heading, students will become more aware of current issues that might still be issues later in life. Students will be asked to look at their lives on a national level as well as what their local community is like, letting students’ subconsciously question and discover the standing of their community, locally and nationally, stand now.

Preparing for the future needs of students is something that all teachers should strive for, and with this unit I plan on doing exactly that- focusing on the individual needs of all my students and preparing them for the future that lies ahead by having them question their lives now, from a personal standpoint to our society as a whole. High school juniors need to be reminded that there is so much more to life then right now, that we should always be challenging ourselves with goals for our future and planning out ways to accomplish them. The theme of planning for the future is necessary on the justifications of relevance, literary significance, civic awareness, social issues, human development and preparation for future needs. It is exciting and

personal to students through creative writing assignments, daily group discussions, implementing technology as a core standard for the unit. As a beginning teacher, I am still questioning my future, and feel that I will learn just as much as they do from this conceptual unit plan.

## GOALS & OBJECTIVES

### Goals:

Students will predict what our future will look like as a society as well as for their individual self.

Students will understand why learning about the past while examining one's future is important.

### Objectives:

SWBAT compare differences between past generations.

SWBAT predict what their future will consist of as well as the future for our society.

SWBAT create a multimedia project on where they see themselves in the future.

SWBAT relate the main text to the unit theme as well as other elements discussed in the novel.

SWBAT to hold responsible, engaged classroom discussions daily.

SWBAT write a personal letter from their future self to their self now.

SWBAT write on topic in their journal every day.

SWBAT participate every day.

SWBAT workshop student's papers in a responsible, critical manner.

SWBAT work as a team member in group projects, collaborating and expressing ideas.

SWBAT read all assigned text in whole, and be able to discuss and analyze them at length.

SWBAT use the internet appropriately for research, following classroom rules.

## STANDARDS

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

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.1112.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations.

LA.1112.5.2.4 The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations.

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

LA.1112.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.

LA.1112.1.7.1 The student will use background knowledge of subject and related content areas, preread strategies, text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

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.1112.1.7.5 The student will analyze a variety of text structures and explain their impact on meaning in text.

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.1112.2.2.3 The students will organize information to show understanding or relationships among facts, ideas, and events.

LA.1112.3.1.3 The student will prewrite by using organizational strategies and tools to develop a personal organizational style.

## POINT DISTRIBUTION

Assignment	Points
Journal Writes (1 pt. a day)	20/200
Participation (1 pt. a day)	20/200
Daily Work (2 pts. a day; 1 pt. partial completion.)	40/200
Reading Log	20/200
Essay	50/200
Glogster Poster	50/200
Total Points	200

## UNIT OUTLINE

*Unit Outline is based on a 50 minute period, 5 days a week*

### Week One, Day One

**5 minutes:** Journal Write, prompt “Where do you see yourself five years from now?”

**10 minutes:** Class discussion of what they wrote

**25 minutes:** The class will divide into 4 groups of 5 people and come up with a collaborative prediction of what the year 2045 will look like given the topic they drew (appearances, technology, transportation, or communication). Must come up with five descriptive examples to share with the class.

**10 minutes:** Each group shares their five predictions.

### Week One, Day Two

**5 minutes:** Journal Write, prompt “How would you feel a week without a cell phone?”

**5 minutes:** Class discussion on what they wrote

**25 minutes:** Volunteered students Read Aloud, Short Story “Hives” by Kara Dalky from *Firebirds Rising*

**10 minutes:** Write down answers to questions on the board

**5 minutes:** Discuss answers as a class

### Week One, Day Three

**5 minutes:** Journal Write, prompt “Chose a movie that was set in the future, was its portrayal accurate, why or why not?”

**5 minutes:** Class discussion on what they wrote

**2 minutes:** YouTube clip from Back to the Future II

**15 minutes:** Students work in pairs to compare and contrast what was realistic and what was not when the video predicted the future.

**5 minutes:** Class will share what they came up with, teacher will combine answers and write one large list of realistic vs. not on the board.

**18 minutes:** Students will search for clips of the movies they selected in their Journal Write on YouTube and show the trailers to the class and explain how their movie perceived the future.

Week One, Day Four

**5 minutes:** Journal Write, prompt “Explain a time where you were forced to do something you did not want to do.”

**5 minutes:** Class discussion on what they wrote

**5 minutes:** Hand out copies of the YA novel “The Hunger Games”

**10 minutes:** Have students get into groups and come up with predictions on what this novel is about.

**5 minutes:** Have groups explain their predictions

**20 minutes:** Teacher Read Aloud of “The Hunger Games” pgs. 1-47

Week One, Day Five

**5 minutes:** Journal Write, prompt “Compare your town to a district mentioned in “The Hunger Games”. What would your town be known for, describe why.”

**5 minutes:** Class discussion on what they wrote

**5 minutes:** Review the first four chapters that were previously read

**25 minutes:** Teacher Read Aloud of “The Hunger Games” pgs. 48-102

**10 minutes:** Students are assigned to do a character analysis of Katniss, Peeta, Haymitch, Effie or Gale.

**HW:** Finish Part I of “The Hunger Games”, read pgs. 103-130

Week Two, Day One

**5 minutes:** Journal Write, prompt “Judging from what you have read so far, which tribute do you think will win. Explain your answer.”

**5 minutes:** Class discussion on what they wrote

**10 minutes:** Review Part I of “The Hunger Games”

**10 minutes:** Explain to students how to set up a Readers Log, pass out handout and answer any questions. Students will keep a readers log every time they read “The Hunger Games”.

**20 minutes:** Students silent read from pgs. 133-160 while also filling out their Readers Log. If they finish early, they can read more. If they do not reach pg. 160 they need to read for HW.

Week Two, Day Two

**5 minutes:** Journal Write, prompt “How do you think your children will describe your generation’s music, how do you describe your parent’s music?”

**5 minutes:** Class discussion on what they wrote

**30 minutes:** Students will be placed in 5 groups of four and given a generation of music (50s, 60s, 70s, 80s, and 90s). They will do research on their generations music, writing a paragraph of the popular genres and milestones. They will also download 1 song from iTunes to play for the class to showcase their generation’s music.

**10 minutes:** As the students songs are playing, students will individually write how music from the past has influenced today’s music.

**HW:** Read pgs. 161-184 from “The Hunger Games”, Readers Log

Week Two, Day Three

**5 minutes:** Journal Write, prompt “What three basic elements would you need to survive? Elaborate on your answer.”

**5 minutes:** Class discussion on what they wrote

**5 minutes:** Review what has happened in “The Hunger Games”

**25 minutes:** Teacher reads aloud pgs. 185-207 from “The Hunger Games”, Readers Log

**10 minutes:** Students get into groups and share who they predicted would win the games earlier this week, and how that prediction has changed or stayed the same. Take a class poll on who will win, keep tallies on the board.

### Week Two, Day Four

**5 minutes:** Journal Write, prompt “You are lucky enough that your future is not already planned out for you unlike Katniss in “The Hunger Games”. Since the future is yours, write a bucket list of what you would like to accomplish in your lifetime.”

**5 minutes:** Class discussion on what they wrote

**25 minutes:** Students read aloud pgs. 208-232 of “The Hunger Games”, Readers Log

**5 minutes:** Take a new poll of who will win the games in the novel

**10 minutes:** Explain letter assignment, handout instructions/rubric

### Week Two, Day Five

**5 minutes:** Journal Write, prompt “In the novel we are reading, there is a very dark illusion of our worlds environment, how do you see what our world looks like in 50 years?”

**5 minutes:** Class discussion on what they wrote

**10 minutes:** Teacher reads aloud, finishes Part II of “The Hunger Games” pgs. 233-244

**5 minutes:** Review what has happened so far in Parts I & II of “The Hunger Games”

**20 minutes:** Have students create an outline for their letter assignment

**5 minutes:** Answer any questions, informal discussion of weekend plans

**HW:** Read pgs. 247-261 from “The Hunger Games”

### Week Three, Day One

**5 minutes:** Journal Write, prompt “We have discussed and predicted what changes the future will bring, but what do you think will stay the same, i.e. love?” Use an example from “The Hunger Games” to support your answer.”

**5 minutes:** Class discussion on what they wrote

**10 minutes:** Small group discussion on if they were surprised or not on who won the game in the novel, if they were right or wrong, and if they liked the outcome.

**5 minutes:** Discuss as a class what small groups talked about

**25 minutes:** Teacher reads aloud “The Hunger Games” pgs. 262-289

Week Three, Day Two

**5 minutes:** Journal Write, prompt “If you thought you were going to die, and then realized you are going to live- how would you spend your first day “being alive again”?”

**5 minutes:** Class discussion on what they wrote

**25 minutes:** Teacher reads aloud “The Hunger Games” pgs. 290-319

**15 minutes:** With a partner students will share their letter outlines and discuss what is missing/ask questions.

**HW:** Read “The Hunger Games: pgs. 320-345

Week Three, Day Three

**5 minutes:** Journal Write, prompt “Describe a place where you visited for a short or long period of time, and missed when you got home.”

**5 minutes:** Class discussion on what they wrote

**5 minutes:** Review and predictions of “The Hunger Games”

**25 minutes:** Students read aloud AND FINISH “The Hunger Games” pgs. 346-374

**10 minutes:** Begin rough draft of letter

Week Three, Day Four

**5 minutes:** Journal Write, prompt “Tell me why or why not you liked reading “The Hunger Games”, be specific.”

**5 minutes:** Class discussion on what they wrote

**20 minutes:** Discuss themes and main concepts of “The Hunger Games” in small groups. Have them present ideas to the class, hold class discussion

**20 minutes:** Finish rough draft of letter

Week Three, Day Five

**5 minutes:** Journal Write, prompt “Explain a time where you predicted an outcome or future of something and were wrong.”

**5 minutes:** Class discussion of what they wrote

**35 minutes:** Letter workshops

**5 minutes:** Answer any questions on “The Hunger Games” or letters

**HW:** Letters due on Monday; must edit and turn in final draft first thing.

Week Four, Day One:

**5 minutes:** Journal Write, prompt “Set a reachable goal you have for the end of this year and the end of your senior year, explain how you will accomplish them.”

**5 minutes:** Class discussion on what they wrote

**5 minutes:** Take up essays, housekeeping- end of the unit wrap up

**10 minutes:** Pass out handout/rubric for end of the unit multimedia presentation on Glogster. Read the instructions to the class.

**15 minutes:** Show the class glogster.com and examples of posters

**10 minutes:** Assign students their 5 groups of 4 and have them meet and start brainstorming their Glogster poster.

Week Four, Day Two:

**5 minutes:** Journal Write, prompt “Choose three people, can range from friends to celebrities, and predict where you see them in 10 years.”

**5 minutes:** Class discussion on what they wrote

**40 minutes:** Groups work on Glogster posters, final project. Teacher helps with any questions needed.

Week Four, Day Three:

**5 minutes:** Journal Write, prompt “How do you feel about technology, does it intimidate you at school or do you like it for school projects. Why?”

**5 minutes:** Class discussion on what they wrote

**40 minutes:** Groups work on Glogster posters, finish posters.

Week Four, Day Four:

**5-10 minutes:** Each student will individually rate the members of their group, with explanation. Turn in when finished.

**40 minutes:** Three groups present their projects to the class (10 minutes for each presentation plus set-up time)

Week Four, Day Five

**5 minutes:** Journal Write, prompt “Why is it important to question the future by examining the past? What have you learned from a past experience that will help you in the future?”

**5 minutes:** Class discussion on what they wrote

**30 minutes:** Final two groups presentations

**10 minutes:** Class discussion on learning about the future, projects, essays, and final thoughts on “The Hunger Games”

## APPENDIX

### Appendix a:

You will write a journal prompt every day, must be a minimum of 150 descriptive words that elaborate on the given topic. If a journal entry is less than 150 words, off topic, or inappropriate, the student will receive “0” points for that day. A journal entry is worth 1 point a day, totaling to 20 points for the four weeks.

Journal Prompts:

Day One: Where do you see yourself five years from now?

Day Two: How would you feel a week without a cell phone?

Day Three: Chose a movie that was set in the future, was its portrayal accurate, why or why not?

Day Four: Explain a time where you were forced to do something you did not want to do.

Day Five: Compare your town to a district mentioned in “The Hunger Games”. What would your town be known for, describe why.

Day Six: Judging from what you have read so far, which tribute do you think will win. Explain your answer.

Day Seven: How do you think your children will describe your generation’s music, how do you describe your parent’s music?

Day Eight: What three basic elements would you need to survive? Elaborate on your answer.

Day Nine: You are lucky enough that your future is not already planned out for you unlike Katniss in “The Hunger Games”. Since the future is yours, write a bucket list of what you would like to accomplish in your lifetime.

Day Ten: In the novel we are reading, there is a very dark illusion of our world’s environment, how do you see what our world looks like in 50 years?

Day Eleven: We have discussed and predicted what changes the future will bring, but what do you think will stay the same, i.e. love?” Use an example from “The Hunger Games” to support your answer.

Day Twelve: If you thought you were going to die, and then realized you are going to live- how would you spend your first day “being alive again”?

Day Thirteen: Describe a place where you visited for a short or long period of time, and missed when you got home.

Day Fourteen: Tell me why or why not you liked reading “The Hunger Games”, be specific.

Day Fifteen: Explain a time where you predicted an outcome or future of something and were wrong.

Day Sixteen: Set a reachable goal you have for the end of this year and the end of your senior year, explain how you will accomplish them.

Day Seventeen: Choose three people, can range from friends to celebrities, and predict where you see them in 10 years.

Day Eighteen: How do you feel about technology, does it intimidate you at school or do you like it for school projects? Why?

Day Nineteen: See Appendix o, “Group Member Rating”

Day Twenty: Why is it important to question the future by examining the past? What have you learned from a past experience that will help you in the future?

### **Appendix b:**

Daily Work: In groups of five, list five predictions for appearances in the year 2045. For example clothes, hairstyles, accessories.

- 1.
- 2.
- 3.
- 4.
- 5.

In groups of five, list five predictions for transportation in the year 2045. For examples what will cars, airplanes, etc. will look like.

- 1.
- 2.

3.

4.

5.

In groups of five, list five predictions for technology in the year 2045. For example how will computers or television change?

1.

2.

3.

4.

5.

In groups of five, list five predictions for how communication will be used in the year 2045. For example how will we reach each other, through cell phones?

1.

2.

3.

4.

5.

### **Appendix c:**

Daily Work: "Hives" by Kara Dalkey questions to be written on board:

1. What significance does the title "Hives" have for this story? What does it mean in context to the main character?
2. Is this something that could really happen in the future? Explain why or why not.

3. How does the protagonist of the story overcome the issue of social identity and stand up to the others? Be specific.

#### Appendix d:

Back to the Future II YouTube Clip:

<http://www.youtube.com/watch?v=rRrSp6Pqlz4>

#### Appendix e:

Daily Work: Compare and Contrast what was a realistic prediction of the future and what was not from the Back to the Future II movie clip.

#### Compare and Contrast

What was realistic:

What was not:

#### Appendix f:

Daily Work: “The Hunger Games” Character Analysis

Character: \_\_\_\_\_

Physical Description:	
Personality Traits:	
Challenges:	
Role:	

Accomplishments:	

### Appendix g:

#### Reading Log Assignment:

Every time you read from “The Hunger Games” whether independently, or aloud in class you are required to keep a reading log. You must have an entry for every chapter beginning with Part II of the novel, which is chapters 10-27. Written responses must coincide with the chapter listed and use detailed information on what was read and analyzed. A completed Reading Log will receive 20 points. If any chapter entries are incomplete i.e. less than 100 words or not coinciding with the chapter listed the student will receive 10 points. Failure to turn in the Reading Log or having less than 10 chapters completed will result in 0 points awarded.

#### Reading Log:

Chapter:	Challenges or Solutions Occurred:	Predictions:
10		
11		
12		
13		
14		
15		
16		

17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		

**Appendix h:**

Daily Work: Given your assigned generation, research and collaborate with your group members on historical and descriptive information on music from that time. Write a short, 5-6 sentence paragraph summarizing what you found. Then, download one song that best describes your generation's music under my account at: [www.itunes.com](http://www.itunes.com)

**Appendix i:**

## Letter Rubric:

CATEGORY	4	3	2	1
<b>Sentence Length (Sentence Fluency)</b>	Every paragraph has sentences that vary in length.	Almost all paragraphs have sentences that vary in length.	Some sentences vary in length.	Sentences rarely vary in length.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Commitment (Voice)</b>	The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer attempts to make the reader care about the topic, but is not really successful.	The writer made no attempt to make the reader care about the topic.
<b>Flow &amp; Rhythm (Sentence Fluency)</b>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
<b>Support for Topic (Content)</b>	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
<b>Adding Personality (Voice)</b>	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Transitions (Organization)</b>	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
<b>Conclusion (Organization)</b>	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
<b>Recognition of Reader (Voice)</b>	The reader's questions are anticipated and answered thoroughly and completely.	The reader's questions are anticipated and answered to some extent.	The reader is left with one or two questions. More information is needed to "fill in the blanks".	The reader is left with several questions.

Plus 10 points for turning in on time, totaling to 50 points.

### Appendix j:

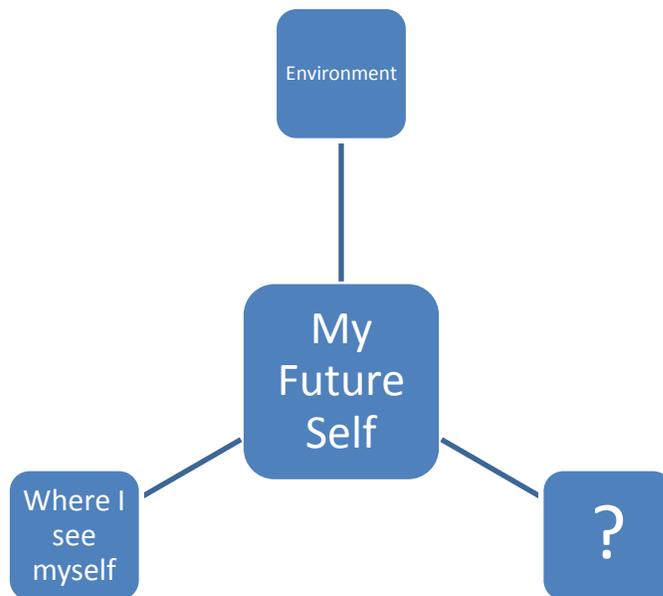
Letter Instructions:

Through this unit we are exploring the future and our predictions for what the world will look like. For your assignment, you are required to write a letter from your future self to your present self. You will include information on what the future world looks like, for example your environment as well as what you are personally doing such as work, if there are still jobs in your future world. Your future self will be writing from the year 2050. Be creative and include specific information. Your page requirement is 3 pages, double spaced, Times New Roman, 12 pt. font, and stapled.

**Appendix k:**

Daily Work: Letter Outline

Elaborate on the outline below, adding more ideas to the blocks.

**Appendix l:**

Daily Work: Workshop Rules

1. Respect each other's work, keep in mind this is someone's personal ideas. Do not be mean or rude.
2. Give thorough and thoughtful feedback, do not say "this was good" or "this was bad". Explain WHY and how it can be improved.
3. Listen carefully to what others say about your paper and take in to consideration their ideas.

## Appendix m:

### Multimedia Presentation: Glogster Poster Rubric

CATEGORY	4	3	2	1
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Graphics -Clarity</b>	Graphics are all in focus and the content easily viewed.	Most graphics are in focus and the content easily viewed.	Most graphics are in focus and the content is easily viewed.	Many graphics are not clear or are too small.
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Graphics - Originality</b>	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Labels</b>	All items of importance on the poster are clearly labeled.	Almost all items of importance on the poster are clearly labeled.	Several items of importance on the poster are clearly labeled.	Labels are too small to view OR no important items were labeled.

<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
<b>Content - Accuracy</b>	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.

Additional 10 pts. for oral presentation lasting 10 minutes and having all group members speak. A point will be deducted for every ten seconds under the 10 minute mark. Totaling to 50 pts.

## Appendix n:

### Glogster project: Instructions

In your assigned groups of four, you are required to work as a team and create a Glogster poster on what you have learned from “The Hunger Games”. You must include main themes and characters as well as describe an important setting and challenge that was overcome. All group members must participate in the ideas and creation of the Glogster poster, those who do not will have significant points reduced from only their grade. Along with creating the poster, groups are responsible for a 10 minute presentation on what they displayed and why. This is your final project to display all you have learned from “The Hunger Games”, so include as much information as possible, and be creative!

**Appendix o:**

## Day 19, Group Member Rating

On a scale from 0 to 5, 0 being no contribution at all and 5 being excellent team work and contribution, rank your three team members along with yourself. Add additional comments if you feel that you should elaborate on their score.

Name: \_\_\_\_\_

Your Ranking:        0        1        2        3        4        5

Comments:

Group Member #1: \_\_\_\_\_

Ranking:                0        1        2        3        4        5

Comments:

Group Member #2: \_\_\_\_\_

Ranking:                0        1        2        3        4        5

Comments:

Group Member #3: \_\_\_\_\_

Ranking:                0        1        2        3        4        5

Comments:

## BIBLIOGRAPY

- CherokeeBrave. (2006, February 7). Back to the Future 2 Trailer (Original) [Video File]. Retrieved from <http://www.youtube.com/user/CherokeeBrave#p/a/u/1/rRrSp6Pqlz4>.
- Collins, Suzanne. (2008). *The Hunger Games*. New York: Scholastic Press.
- Dalkey, Kara. (2006). *Firebirds Rising: An Original Anthology of Science Fiction and Fantasy: Hives*. New York: Firebird.
- Enchanted Learning. (2010). *Character Analysis Chart Printout Personality Traits #1*. Retrieved from <http://www.enchantedlearning.com/graphicorganizers/character/>.
- (2010). *Glogster*. Retrieved from [www.glogster.com](http://www.glogster.com).
- (2010). *iTunes Library*. Retrieved from [www.itunes.com](http://www.itunes.com).
- (2010). *Rubistar Rubric*. Retrieved from [www.rubistar.4teachers.org](http://www.rubistar.4teachers.org).