



You went through what?

Struggles students are forced to overcome



Erin Litvak
Florida State University
Conceptual Unit Plan



Table of Contents

Rationale	3
Goals and Objectives	7
Sunshine State Standards	8
Unit Outline	10
Week 1	10
Week 2	14
Week 3	17
Week 4	20
Week 5	24
Week 6	27
Bibliography	30
Appendix A.....	31

Rationale

The rationale for teaching this unit to these students is to introduce them to a few points they should be aware of before graduating high school. Since the real world is a scary place, hopefully by preparing them with information they will be able to make the best choices that they possibly can to prevent unnecessary struggles and to have techniques for coping that they might not otherwise be exposed to. This unit's purpose is to show students what other people have gone through in order to make them aware of the horrors of what goes on in the world around them, but also to make them realize that people are able to move beyond these barriers all the time.

Our character is shaped and influenced by the struggles we are forced to face in everyday life. While no two people have the exact same circumstances, people overcome similar obstacles all the time. For example, two people may have been abused by their father. In one case the father's abuse is out of rage and due to drug abuse and alcoholism. On the other hand, a father beats his son simply because he was beat as a child and it's been ingrained in him psychologically. While neither parent is doing something "right" in the way of abuse, these two students have common ground and can find someone to turn to, someone to help them cope and possibly find a better solution in regards to what they should do. In this sense, the goal is to make students aware of their surroundings and the options that come with the struggles. Such as knowing who is available to talk to or knowing that there is always someone around to help talk them out of suicide.

By teaching this unit, students should be able to acknowledge that hardships bring people together. As human beings, relating to each other is essential in order to feel as part of a

community. One of the goals of this lesson is to make students feel closer to their classmates on a different kind of level, one where they have the ability to acknowledge that this is why we become who we do. That the people we become are shaped by the struggles we face and that while we all have struggles, the fact remains that life does go on; as human beings we are asked to look beyond these hardships and see how struggles have changed our lives, even if not always for the better. But for the mere fact that as humans we do have something in common, and it is not only the similar struggles we face but the outcome. The fact will always be that we must move on, even in the most life altering situations we have to find ourselves in order to get through these struggles.

By exposing students to a unit on struggles, the goal is to make them see that there are ways out which by no means are they stuck in an awful situation. With giving them this knowledge, they might be able to sleep better at night, with options of how they cope. Options which they will learn from the book they select to read, and options by being exposed to what other people have been through – and survived.

As part of this unit students will be asked to research a specific struggle that a person might encounter, such as bulimia, or attempted suicide. As part of this research they will be asked to keep a wiki page that they can update during the unit. The purpose of the research project will be to not only give an alternative to the traditional research paper, but to offer them hard facts about whatever they choose to research. By offering them up the facts, they are empowering themselves and are able to make informed decisions about struggles and how to cope with them. While a traditional essay offers structure, by asking students to keep a wiki page of their selected struggle, they will have the information readily available to them at the click of a mouse button.

In addition to a research project, students will also be asked to participate in a literature circle. This literature circle will consist of a book that has a character that goes through a struggle and the reader can see how the issue is resolved. The goal is to show students as many struggles as possible in order to see the various different outcomes that can occur, which is obviously not every outcome, but at least a survey of some of them. The literature circle will hopefully interest students in different books they have at their fingertips if they so choose.

Another task that will be assigned to students is a writing workshop. The purpose of this workshop is to give students the chance to receive peer feedback instead of just instructor feedback. As Sissi Carroll says “The point is that no one set of steps, no one formula works for all of us,” (page 123). By asking students to take part in a writing workshop they will be permitted to find a method that works for them. Maybe it’s a method that lasts them a lifetime or perhaps just something that helps for this specific assignment. Either way the point is: they are learning about themselves and their writing style, but also the methods that work for them.

There are a few purposes for choosing *The Lovely Bones*; while it is not a text widely used in curriculum, it is a national bestseller, which does give it some merit. It’s a widely known book, although that is not reason enough to teach it. *The Lovely Bones* was chosen in order to share the wisdom it offers. It tells an effective story in an unusual setup. It offers insights that would be missed in a text like *Death of a Salesman*. *The Lovely Bones* offers content that should engage students to keep reading. With the major conflict on the first page of the book, students are forced to keep searching for the answers and students are kept on their toes until the very last page.

Death of a Salesman was chosen as the backup text because it offers a more canonized view on a struggle. The play is more accepted in regards to teaching and just makes sense as a backup plan.

If there is one major lesson that students should take away with them, it's this: life will always throw curve balls, but that doesn't mean you have to strike out. By being informed, students can be prepared and predict how they should take on that curve ball. The point is to provide them with the tools they need to succeed when the situation goes sour.

Goals and Objectives

Goal 1 Students will understand struggles.

Objective

- 1.1 Students will be able to identify struggles in the text.
- 1.2 Students will be able to predict the outcome of struggles.
- 1.3 Students will be able to analyze how struggles affect people differently.

Goal 2 Students will write in various genres.

Objective

- 2.1 Students will be able to model a poem.
- 2.2 Students will be able to write a newspaper/magazine article.
- 2.3 Students will be able to explore creative writing techniques.

Goal 3 Students will evaluate pieces by different authors in various genres.

Objective

- 3.1 Students will be able to formulate opinions on different genres.
- 3.2 Students will be able to discuss similar themes among different genres.
- 3.3 Students will be able to understand why the author selected the genre/theme combination.

Sunshine State Standards

LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.

LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.

LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.

LA.1112.1.6.5 - relate new vocabulary to familiar words.

LA.1112.1.6.9 - determine the correct meaning of words with multiple meanings in context.

LA.1112.1.6.10 - 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 - 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.1112.1.7.3 - 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 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.

LA.1112.1.7.8 - 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.1112.2.1.10 - select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details.

LA.1112.2.2.5 - 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.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.

LA.1112.3.1.3 - 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.1112.3.2.3 - 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 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.

LA.1112.3.3.2 - creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas.

LA.1112.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

LA.1112.3.4.1 - 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.1112.3.4.2 - capitalization, including names of academic courses and proper adjectives.

LA.1112.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics.

LA.1112.3.4.4 - grammar and usage, including but not limited to parts of speech, verb tense, noun/ pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense.

LA.1112.3.4.5 - varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.

LA.1112.3.5.1 - prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia).

LA.1112.3.5.3 - sharing with others, or submitting for publication.

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

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

LA.1112.5.2.2 - apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria.

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

LA.1112.6.3.3 - demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

LA.1112.6.4.1 - select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations).

LA.1112.6.4.2 - routinely use digital tools for publication, communication and productivity.

Unit Outline

Week 1

Day 1: Students will be launched into a lesson on struggles and how different struggles affect people. The purpose of the first day of the unit is to get students thinking about the different struggles that they themselves have been forced to face, and how many people around them that they know have been affected by similar experiences. Another purpose of the day is to send home permission slips with students to make sure their parents are onboard with what they are learning about.

Materials:

- Writing utensil
- Paper

Anticipatory Set (5 minutes):

Anonymous quiz – Students will be asked to take out something to write with and a scrap piece of paper. Every time a statement applies to them they will be expected to write a tally on their paper. After the questions have all been asked, students will be asked to count up their tallies and write the number on their piece of paper. These pieces of paper will be collected by the teacher (not passed up the rows, but going around pick them up). Once every piece of paper has been picked up the teacher will write the numbers on the board.

Lesson Activities (40 minutes):

Teacher will start a class discussion on struggles that people are forced to face and students should respond with their general opinions. Once class discussion has dwindled, the teacher will start a book pass to decide the literature circle groups. Students will be expected to select a book that they haven't read and make a list of rankings on which books they would like to read. Once the book pass has ended and groups have been decided, the teacher will discuss what will be expected from the literature circles, which is ultimately a group presentation on the book they are reading.

Closure (3 minutes):

Now that students have been acquainted with some of the struggles that people are forced to face on a daily basis, they will be asked to sign up for a topic that they will research.

Homework (2 minutes):

Permission slips for *The Lovely Bones* will be passed out and any student who is unable to bring it back will as an alternative be reading *Death of a Salesman*.

Adaptations/Accommodations:

If students are uncomfortable tallying while other students are, they will be permitted to simply write a number at the end of the questions as they might feel embarrassed or might not want other students to know their personal life.

Students who may have had a struggle that they were unable to handle will be permitted to opt out of the class discussion and to earn participation points for the day they can write a paragraph or two to hand in after class.

Day 2: The purpose of this lesson is to get students thinking about how real struggles are and to see how people handle them. To get them in the mindset they will be introduced to a poem by Kwame Alexander that is based on a real event. The goal is to get them thinking about what this poem really means, and they should be able to relate to it in some way. Students should also formulate opinions about it, because it is real and can show them how people cope with something like death.

Materials:

- *Crush* by Kwame Alexander
- Silver Box
- Kit Kat Bar
- *What Have You Lost?* by Naomi Shihab Nye
- Writing utensil
- Paper

Anticipatory Set (3 minutes):

Study the items - Teacher will have placed the Silver Box, the Kit Kat Bar, and Nye's book at the front of the classroom. Students will be asked to look over the three items and say what comes to mind as they look at them and if any objects mean something to them.

Lesson Activities (40 minutes):

Kwame Alexander's poem (In My Closet, On The Top Shelf, Is A Silver Box) will be pulled up on the computer. The teacher will ask if a volunteer would like to read the poem out loud to the class. After the poem has been read, the teacher will explain to the class that it is based on a factual event and will try to get reactions from the class. The class will be asked to try to write their own poem by using the Alexander poem as a model. First they will select three objects that will make their way into the poem they write. Then they can think about how these items are significant to the event.

Closure (4 minutes):

How do you think this event changed the girl in the poem? If it were you in her shoes how would you have felt? Do your perceptions change knowing that the author is a male, and that the poem, while true, is based off of his friend's child?

Homework (3 minutes):

Write a few paragraphs on a time you had to cope with an unfortunate situation. How did this shape the person who you are now?

Adaptations/Accommodations:

If students are having trouble with the poetry assignment, they will be permitted to take it home and work on it as part of their homework.

Day 3: The purpose of this lesson will be to get students thinking about the struggles that they are about to encounter in the book they are about to read. Also, students should start thinking about how things aren't always what they appear. This lesson will help get students acquainted with the setup of the book and how Susie narrates in her afterlife.

Materials:

- Computer with Internet Access
- Movie Trailer for *The Lovely Bones*
- Class set of *The Lovely Bones*

Anticipatory Set (3 minutes):

Prediction – Based on the title, *The Lovely Bones*, what kind of struggle do you think this book is going to be about?

Lesson Activities (40 minutes):

The teacher will read the first out loud to the class. After getting through the first chapter, the movie trailer will be shown. Then a class discussion will take place based on the differences between the two of them. What do you think of the unusual setup, where the beginning of the book flat out tells you who has killed her? What is a more appropriate title for this book based on the first chapter?

Closure (5 minutes):

Does the title mean anything to you now that you know what one of the struggles is? Do you feel as though the title plays a role in the book yet, or that it will later on? Or does Alice Sebold simply think the title offers a pretty picture?

Homework (2 minutes):

Students will be asked to keep a log of any words in their reading that they do not know the meaning of. Read Chapter 2.

Adaptations/Accommodations:

Students who are reading *Death of a Salesman* will be shown a movie trailer for *To Save A Life* to get them in the mind set of the play. Afterwards they will be asked to read from page 11 up until page 19 where the stage directions say “Light has risen on the boys’ room.”

Day 4: The purpose of this lesson is to gain new vocabulary words from the reading students are doing for class. Students will also be improving their research skills and being exposed to a new way to share their research and be looking at it in a new light.

Materials:

- Computer with internet access
- Paper
- Writing utensil
- Accounts on PBWorks.com

Anticipatory Set (4 minutes):

Word wall – Ask students to pick out words from Chapter 1 & 2 they do not know.

Lesson Activities (40 minutes):

Since students have already signed up for a topic, they will begin finding resources. Students will be required to, at a minimum, create a page on the class wiki for their topic. The duration of the class period will be spent either in the library looking for resources or on the computer setting up and beginning their page. The teacher will be circulating the classroom if students need help setting up a page for their research.

Closure (4 minutes):

Students will be asked to show the progress they have made on their wiki page.

Homework (2 minutes):

Read Chapter 3. Start reading for literature circles.

Adaptations/Accommodations:

Students who are reading *Death of a Salesman* will be expected to participate in the word wall by adding words from their reading. Students who do not already have a PBworks account setup will be provided with instructions for doing so. Students reading *Death of a Salesman* will be reading from page 19 to page 27 and ending where it says “Their light is out”.

Day 5: The purpose of this lesson is to get students started on their lit circle assignments.

Students should now have enough of a grasp on struggles to immediately pinpoint the conflict in their group once it shows up.

Materials:

- Literature circle books
- Literature circle handouts
- Writing utensil
- Paper

Anticipatory Set (5 minutes):

Critical thinking – Did any struggles happen in the first chapter of your lit circle book? How do you think the struggle will be resolved? If you have not gotten that far in your book, when do you think the struggle will occur? Why?

Lesson Activities (40 minutes):

Allow students time to meet in their literature circle groups to discuss what they have read and to fill out the necessary worksheets. Students will be expected to keep notes every time they meet in order to prepare for the presentation once they finish reading their book.

Closure (4 minutes):

See if any groups want to share anything about their literature circle assignments that they found interesting in regards to their book.

Homework (1 minute):

Read chapter 4 & 5 of *Lovely Bones*.

Adaptations/Accommodations:

If students finish discussing early in their literature circles, then they will be permitted to work on their research projects or read *The Lovely Bones* or *Death of a Salesman*. Students reading *Death of a Salesman* will be reading pages 27-33 ending at “Linda enters, as of old, a ribbon in her hair”.

Week 2

Day 6: The purpose of this lesson is to get students thinking about Susie. This lesson will ask students to put themselves in Susie’s shoes and think about the struggles that she is going through.

Materials:

- Class set of *The Lovely Bones*
- Paper
- Writing utensil

Anticipatory Set (4 minutes):

Why do you think Susie does not like heaven?

Lesson Activities (40 minutes):

Now that Susie has shown us her heaven, let us think about what your heaven looks like. For five minutes, write a list of as many things as you can about heaven and what your heaven would include. After five minutes are up, use that list to help you describe your heaven. Make sure you describe your surroundings but also things such as what you would be doing with your time. Put yourself in Susie’s shoes and write about this heaven that you would go to.

Closure (5 minutes):

Do you think Susie would like your heaven more? What could you change in your heaven or her heaven to make it more appealing to her?

Homework (1 minute):

Read chapter 6.

Adaptations/Accommodations:

If students feel uncomfortable talking about heaven, they will be allowed to write about something else in regards to Susie such as a way they can cope with her and walk in her shoes. Students who feel uncomfortable will also be excused from the class discussion. Students reading *Death of a Salesman* will be asked to read from 34-42 ending at “Charley has appeared in the doorway”.

Day 7: The purpose of this lesson is to get students thinking about their struggles in a different kind of way. This lesson will ask them to use their creative writing abilities and ask them to connect text-to-world.

Materials:

- Paper
- Writing utensil

Anticipatory Set (2 minutes):

How many of you read the newspaper or magazines?

Lesson Activities (45 minutes):

Most people have picked up a newspaper or magazine at least at one point in their lives. Today, I want you to think about the way that newspapers and magazines are set up. You're going to be writing an article about either a struggle you have overcome or a struggle someone you know has overcome. Write it as though it is going to be published in a magazine or newspaper and make sure you attach a piece of paper stating where this would be published if it were to be published and why.

Closure (2 minutes):

Tell students to wrap up what they are working on and that we will workshop it tomorrow.

Homework (1 minute):

Read chapter 7 & 8.

Adaptations/Accommodations:

Students who are having trouble thinking about a struggle they or someone they know have overcome will be allowed to write a fictitious story. Students reading *Death of a Salesman* will finish reading at page 48 where it says "Sure, the flute, that's right!"

Day 8: The purpose of this lesson is to allow students time to workshop their creative writing pieces and get feedback from their peers. This lesson will also allow them to revise and edit their writing before handing it in for a grade.

Materials:

- Paper
- Writing utensil
- Magazine/Newspaper drafts

Anticipatory Set (2 minutes):

Break students up into groups of 3.

Lesson Activities (45 minutes):

Students will get into their groups of 3. Each student will be expected to read their writing out loud and while the other two people in the group take notes on what they liked about their writing, what they found unclear, and what needs to be added to make it even better. Each

student will go through this process in their group. Once the groups are finished they will be permitted to write their final draft.

Closure (2 minutes):

Collect finished drafts.

Homework (1 minute):

Read chapter 9.

Adaptations/Accommodations:

If for some reason students are unable to finish their work in class, they will be permitted to take it home to finish it and be allowed to type it up prior to turning it in. *Death of a Salesman* should be read up to page 56 where it says “But I gave you money last--”.

Day 9: The purpose of this lesson is to give students more time to work on their wiki research projects. By offering students class time, they should be able to improve their research skills and will be provided with the necessary tools they need in order to succeed on this project.

Materials:

- Computer with internet access
- Paper
- Writing utensil
- Accounts on PBWorks.com

Anticipatory Set (4 minutes):

Word wall – Ask students to provide unknown words from their reading that they did not know to add to the wall.

Lesson Activities (43 minutes):

The duration of the class period will be spent either in the library looking for resources or on the computer working on their page. The teacher will be circulating the classroom if students need help or would like an opinion on their progress.

Closure (2 minutes):

Tell students to wrap up what they are working on. See if any students have questions about the assignment.

Homework (1 minute):

Read chapter 10.

Adaptations/Accommodations:

Students who are reading *Death of a Salesman* will be expected to participate in the word wall by adding words from their reading and have from pages 57-64 and end where it says “Gee, I don’t know ”.

Day 10: The purpose of this lesson is to allow students more class time to work on their literature circle projects and put together more of their presentation. This lesson allows students to meet with each other in class in lieu of trying to work around the schedules of a handful of busy high school students.

Materials:

- Literature circle books
- Literature circle handouts
- Writing utensil
- Paper

Anticipatory Set (5 minutes):

Summary – Ask a student to summarize what has happened in the reading so far.

Lesson Activities (40 minutes):

Allow students time to meet in their literature circle groups to discuss what they have read and to fill out the necessary worksheets. Students will be expected to keep notes every time they meet in order to prepare for the presentation once they finish reading their book.

Closure (4 minutes):

See if any groups want to share anything about their literature circle assignments that they found interesting in regards to their book.

Homework (1 minute):

Read chapter 11.

Adaptations/Accommodations:

If students finish discussing early in their literature circles, then they will be permitted to work on their research projects or read *The Lovely Bones* or *Death of a Salesman*. *Death of a Salesman* should be read up through page 69 where the curtain falls.

Week 3

Day 11: The purpose of this lesson is to get students thinking about their futures and the possible struggles they might encounter once they leave high school and go off on new adventures. By asking them to think about their futures, hopefully they will start thinking about what they need to do in academics or other factors in order to succeed.

Materials:

- Paper
- Writing utensil

Anticipatory Set (4 minutes):

How many of you know what you want to do with your life in the next 5 years? 10? 20? Where do you see yourself in 30 years?

Lesson Activities (42 minutes):

Now that you are seniors in high school you need to start thinking about where the future is going to take you. Do you now feel somewhat more prepared for your future since you are thinking about it and the possible outcomes it might bring? Write about where you see yourself in 30 years and make sure to include possible struggles you might encounter. How do you think you will be able to handle these obstacles? How will you prepare to handle these obstacles?

Closure (3 minutes):

Would anybody like to share where they see themselves in 30 years?

Homework (1 minute):

Read chapter 12.

Adaptations/Accommodations:

Students reading *Death of a Salesman* should have read through pages 71-76 ending where it says “That’s fine, Good-bye, Biff dear.”

Day 12: The purpose of this lesson is to get the students to interact more with the text and therefore they will be asked to take part in one of the tasks that Lindsey faces in the book and present it to the class. This lesson asks students to look at the text through a

Materials:

- Double Jeopardy Trailer

Anticipatory Set (2 minutes):

Show Double Jeopardy Trailer.

Lesson Activities (42 minutes):

Thinking about Lindsey at camp and being asked to come up with the perfect murder, break into groups of four and come up with your own perfect murder. The catch is, you cannot use an icicle in your murder since that is the plan that Lindsey and Samuel come up with.

Closure (5 minutes):

Which group came up with the best murder? Is it believable? Why or why not?

Homework (1 minute):

Read chapter 13.

Adaptations/Accommodations:

If students are feeling uncomfortable with coming up with the perfect murder, their assignment will be to write about the perfect way to catch a criminal (or Mr. Harvey). Students who are reading *Death of a Salesman* should end at page 82 where it says “He leans on the desk...”

Day 13: The purpose of this lesson is to give students more time to work on their wiki research projects. The lesson will be the last in class time students are given to work on their wiki pages before they present.

Materials:

- Computer with internet access
- Paper
- Writing utensil
- Accounts on PBWorks.com

Anticipatory Set (4 minutes):

Word wall – Ask students to provide unknown words from their reading that they did not know to add to the wall.

Lesson Activities (40 minutes):

The duration of the class period will be spent either in the library looking for resources or on the computer working on their page. The teacher will be circulating the classroom if students need help or would like an opinion on their progress.

Closure (5 minutes):

Alright guys, you've been given three in class days to do the research for your wiki page. Anything you haven't finished will have to be completed outside of this classroom. Any questions?

Homework (1 minute):

Read chapter 14.

Adaptations/Accommodations:

Students reading *Death of a Salesman* should have up until page 89 read where it says "Put up your hands!"

Day 14: The purpose of this lesson is to allow students more class time to work on their literature circle projects and put together more of their presentation.

Materials:

- Literature circle books
- Literature circle handouts
- Writing utensil
- Paper

Anticipatory Set (5 minutes):

Prediction – As of where you are right now in the book, what do you think is going to happen?

Lesson Activities (40 minutes):

Allow students time to meet in their literature circle groups to discuss what they have read and to fill out the necessary worksheets. Students will be expected to keep notes every time they meet in order to prepare for the presentation once they finish reading their book.

Closure (4 minutes):

See if any groups want to share anything about their literature circle assignments that they found interesting in regards to their book.

Homework (1 minute):

Read chapter 15.

Adaptations/Accommodations:

If students finish discussing early in their literature circles, then they will be permitted to work on their research projects or read *The Lovely Bones* or *Death of a Salesman*. Students reading *Death of a Salesman* should have read pages 90-97 ending where it says “What’re you, jealous of me?”

Day 15: The purpose of this lesson is to assess with a multiple choice test how much students have retained about the novel.

Materials:

- Writing utensil
- Middle of unit multiple choice test handout

Anticipatory Set (5 minutes):

Any questions before I pass out this test?

Lesson Activities (43 minutes):

Students will be given the test and be given the remainder of the time to finish it. After students complete the test they will be asked to read for the rest of the period quietly.

Closure (1 minute):

Pass up your tests.

Homework (1 minute):

Read chapter 16.

Adaptations/Accommodations:

Students reading *Death of a Salesman* should have completed up until page 104 where it says “You crazy? What for?”

Week 4

Day 16: The purpose of this lesson is to have students put the vocabulary words on the word wall to use. The activity they are to be engaged in should hopefully provide them with the motivation to learn new vocabulary words and in a new and exciting way, an untraditional approach that should captivate their minds.

Materials:

- Word Wall (which students have been adding to every week)
- Paper
- Writing utensil
- Dictionary
- Colored Pencils

Anticipatory Set (2 minutes):

In this book there are lots of different situations, struggles, and types of character, there is definitely something missing – a superhero.

Lesson Activities (45 minutes):

This book deals with some rough themes and obstacles. Let's give the characters a hand and create a superhero that will defeat the antagonist. Use the words you have added to the word wall to create the name of your superhero and the different powers he or she has. Make sure to draw a picture of your superhero to accompany the words.

Closure (2 minutes):

Start thinking about how you want to explain your superhero to the class.

Homework (1 minute):

Read chapter "Snapshots".

Adaptations/Accommodations:

Students reading *Death of a Salesman* will also be creating a superhero, just one that defeats the antagonist in their play. *Death of a Salesman* readers should read up until page 111 where it says "Sit down now."

Day 17: The purpose of this lesson is to have students use their superheroes in order to defeat the antagonist from the book.

Materials:

- Superhero description
- Superhero drawing

Anticipatory Set (2 minutes):

- Alright, so let's see whose superhero is going to successfully defeat the antagonist in the book (or play).

Lesson Activities (42 minutes):

One by one you guys need to stand up and explain your superhero. Explain why you chose the vocabulary word you did, tell us about your superhero's powers, show us the picture of your superhero, and most importantly tell us how your superhero intends to defeat the antagonist in the book.

Closure (5 minutes):

So which superhero do you guys think will successfully defeat the antagonist?

Homework (1 minute):

Read chapter 17.

Adaptations/Accommodations:

Students reading *Death of a Salesman* will be directing their superhero to the antagonist in their play. *Death of a Salesman* readers should have read pages 111-117 read ending at “The knocking is heard again.”

Day 18: The purpose of this lesson is to have students showcase the hard work they have put into their wiki research pages. The students should be gaining tons of information that they can put to use in the future and file away until they need it.

Materials:

- Computer with internet access
- Feedback sheets

Anticipatory Set (4 minutes):

Word wall – Ask students to provide unknown words from their reading that they did not know to add to the wall.

Lesson Activities (43 minutes):

Students will be presenting their wiki pages. They should explain what their struggle is, and any interesting information they found out about it, as well as someone in the media who has overcome the struggle they chose and how. The students who are watching presentations will write on a comment sheet and give feedback to each student.

Closure (2 minutes):

Collect feedback.

Homework (1 minute):

Read chapter 18.

Adaptations/Accommodations:

If for some reason the internet decides not to work, students will just have to explain their pages without looking at them online. “Biff re-enters the kitchen,” should be the last thing that *Death of a Salesman* readers read on page 124.

Day 19: The purpose of this lesson is to have students continue to showcase the hard work they have put into their wiki research pages.

Materials:

- Computer with internet access.
- Feedback sheets

Anticipatory Set (4 minutes):

Journals - Of the presentations we watched yesterday, which do you think are the hardest to overcome? Why?

Lesson Activities (43 minutes):

Students will be presenting their wiki pages. They should explain what their struggle is, and any interesting information they found out about it, as well as someone in the media who has overcome the struggle they chose and how. The students who are watching presentations will write on a comment sheet and give feedback to each student.

Closure (2 minutes):

Collect feedback.

Homework (1 minute):

Read chapter 19 & 20.

Adaptations/Accommodations:

If for some reason the internet decides not to work, students will just have to explain their pages without looking at them online. Students reading *Death of a Salesman* should have completed page 131 ending with “Linda turns away from them, her hands covering her face.”

Day 20: The purpose of this lesson is to have students create inspiration for people who are struggling with something in their life. Students will be asked to think outside of the box to create a masterpiece.

Materials:

- Anything available in the classroom (with teacher permission)

Anticipatory Set (3 minutes):

What are some things that inspire you?

Lesson Activities (43 minutes):

Create a sculpture, poem, piece of writing, or anything else you can think of that would inspire a person to help get them over an obstacle they are struggling with. Try to include some kind of object and personify it.

Closure (3 minutes):

What inspired your piece?

Homework (1 minute):

Read chapter 21.

Adaptations/Accommodations:

If students are feeling incredibly inspired, they can finish their piece at home, as long as they still discuss what inspired them to create it. *Death of a Salesman* readers should have read through pages 131-136 where it says “All star down at the grave.”

Week 5

Day 21: The purpose of this lesson is to get students thinking about how they interact with the characters in the book. By asking students to analyze characters from the book, they are looking at the bigger picture and should be able to understand the book even better than before.

Materials:

- Poster Board
- Markers
- *The Lovely Bones*

Anticipatory Set (2 minutes):

How many of you use MySpace, Facebook, or other social networking sites?

Lesson Activities (40 minutes):

Students will be asked to create either a MySpace or Facebook page for a character from the book. They must use quotes to back up their findings, and the character information must be filled out as a character analysis.

Closure (6 minutes):

Ask for volunteers to share a portion of their characters page.

Homework (2 minutes):

Read chapter 22. Write a reflection on what you learned about the characters that had Facebook or MySpace pages created for them.

Adaptations/Accommodations:

If students have never used a social networking site, they can either be introduced to one that the school does not block (such as Ning) or, they can simply write up a character analysis of 4-5 characters in the book. Students reading *Death of a Salesman* should read the remainder of the play.

Day 22: The purpose of this lesson is to allow students ample time to finish meeting with their literature circle groups before they present in class.

Materials:

- Literature circle books
- Literature circle handouts
- Writing utensil
- Paper

Anticipatory Set (4 minutes):

Word wall – Ask students to provide unknown words from their reading that they did not know to add to the wall.

Lesson Activities (40 minutes):

Allow students time to meet in their literature circle groups to discuss what they have read and to fill out the necessary worksheets. Students will be expected to keep notes every time they meet in order to prepare for the presentation once they finish reading their book.

Closure (5 minutes):

See if any groups would like to discuss anything about their literature circle assignments that they found interesting in regards to their book.

Homework (1 minute):

Read chapter 23 & “Bones”.

Adaptations/Accommodations:

If students finish discussing early in their literature circles, then they will be permitted to work on their research projects or read *The Lovely Bones* or *Death of a Salesman*.

Day 23: The purpose of this lesson is to allow the first couple of groups to present their literature circle group. Once half the literature circle groups have presented, the class will be analyzing a poem and making connections to it.

Materials:

- Tupac’s *The Rose that Grew from Concrete*

Anticipatory Set (4 minutes):

Word wall – Ask students to provide unknown words from their reading that they did not know to complete the word wall for the book.

Lesson Activities (40 minutes):

The first couple of literature circle groups will present their book to the class. The class will then look at Tupac’s *The Rose that Grew from Concrete* and formulate opinions about the poem. Use the poem as a model to create your own poem. Use the piece you created last week as inspiration to help you throughout the writing process. Try to use literary elements like the poem offers.

Closure (4 minutes):

Would anybody like to share their poem with the class?

Homework (2 minutes):

Write a reflection based on how effective your inspirational piece was in regards to writing the poem. Make sure to include how you selected your inspiration when you created it and how it ties into a struggle.

Adaptations/Accommodations:

None.

Day 24: The purpose of this lesson will be for literature circle groups to finish up their presentations. Once the assigned groups have presented, students will be analyzing the lyrics for Eminem's "Lose Yourself".

Materials:

- "Lose Yourself" lyrics by Eminem

Anticipatory Set (1 minute):

Remind students which literature circle groups are presenting.

Lesson Activities (45 minutes):

The remaining literature circles will present their book to the class. Afterwards the class will analyze lyrics from "Lose Yourself" and will be expected to identify the struggles that Eminem goes through. They will be asked to write a few paragraphs about what they think about his struggles: are they realistic, do you think he was able to overcome them? Why or why not?

Closure (3 minutes):

Ask for students to talk about what they wrote down about the song lyrics.

Homework (1 minute):

None.

Adaptations/Accommodations:

If students are uncomfortable working with these Eminem lyrics, they will be permitted to analyze another set of his lyrics.

Day 25: The purpose of this lesson is to get students thinking critically about all the texts they have been exposed to during the course of this unit. The students will be taking part in a Socratic Circle to share the knowledge and insight they have gained as well as the opinions they have acquired throughout the entirety of the unit.

Materials:

- Socratic Circle Guiding Questions Handout

Anticipatory Set (2 minutes):

Alright, we've read about lots of different kinds of struggles, now let's talk about them. Put your desks in a circle.

Lesson Activities (47 minutes):

Students will be explained the rules of our Socratic circle: No interrupting when a classmate is talking, be considerate, and keep it appropriate. Students will use their guiding questions to help them start out.

Closure (1 minute):

Ask students to write where we left off on their handouts so we can finish up during the next class meeting.

Homework (0 minutes):

None.

Week 6

Day 26: The purpose of this lesson is to continue the Socratic Circle where it left off during the previous lesson.

Materials:

- Socratic Circle Guiding Questions Handout

Anticipatory Set (2 minutes):

Alright, we've read about lots of different kinds of struggles, now let's talk about them. Put your desks in a circle.

Lesson Activities (43 minutes):

Students will be explained the rules of our Socratic circle: No interrupting when a classmate is talking, be considerate, and keep it appropriate. Feel free to compare the struggles in Tupac's poem, Eminem's lyrics, your literature circle book and *The Lovely Bones*.

Closure (5 minutes):

Finish up the Socratic Circle, summarizing what was mentioned.

Homework (0 minutes):

None.

Adaptations/Accommodations:

None.

Day 27: The purpose of this lesson is to begin watching *The Blind Side*. The purpose for showing this movie is the unusual circumstances that the main character is faced with, and ultimately overcome.

Materials:

The Blind Side on DVD

Anticipatory Set (1 minute):

Start the Blind Side.

Lesson Activities (48 minutes):

Watch movie.

Closure (1 minute):

Stop movie.

Homework (0 minutes):

None.

Adaptations/Accommodations:

None.

Day 28: The purpose of this lesson is to finish watching The Blind Side.

Materials:

The Blind Side on DVD

Anticipatory Set (1 minute):

Press Play.

Lesson Activities (48 minutes):

Watch movie.

Closure (1 minute):

Stop movie.

Homework (0 minutes):

None.

Adaptations/Accommodations:

None.

Day 29: The purpose of this lesson is to finish watching The Blind Side.

Materials:

- The Blind Side on DVD

Anticipatory Set (1 minute):

Press Play.

Lesson Activities (47 minutes):

Watch movie. Discuss opinions on the struggles of the movie and how it affected not only the main character but the characters around them.

Closure (1 minute):

Ask students if they have any questions about the final unit test.

Homework (1 minute):

Study for unit final test.

Adaptations/Accommodations:

None.

Day 30: The purpose of this lesson is to assess what students have retained from the entire novel and to ensure they actually read.

Materials:

- Final unit test

Anticipatory Set (1 minute):

Ask if students have any final questions before passing out test.

Lesson Activities (48 minutes):

Students will be assessed with a multiple choice test on *The Lovely Bones*.

Closure (1 minute):

Collect tests.

Homework (0 minute):

None.

Adaptations/Accommodations:

Students who read *Death of a Salesman* will be given a test on the play.

Bibliography

Alexander, K. (2007). *Crush*. Word of Mouth Books.

Carroll P. S. (2004). *Integrated Literacy Instruction in the Middle Grades*. Pearson Education, Inc.

Miller, A. (1949). *Death of a Salesman*. New York, NY: Viking Press, Inc.

Sebold, A. (2002). *The Lovely Bones*. New York, NY: Little, Brown, and Company.

http://thebestnotes.com/booknotes/Lovely_Bones_Sebold/Lovely_Bones_Study_Guide01.html

<http://www.scribd.com/doc/15506880/Literature-Circle-Job-Sheets>

<http://lib.store.yahoo.net/lib/monkeynote/pmLovelyBonesSample.pdf>

<http://www.usnodrugs.com/images/drug-abuse-teen.jpg>

<http://artfiles.art.com/5/p/LRG/15/1575/R3MDD00Z/ben-glenn-overcoming-obstacles.jpg>

http://api.ning.com/files/7XyG17-*DpKeg0ColfLQd3oA6-k9XiaZ6KjVTJzE*LQuO8uZ4UTNtDRpvFpDGGQHabJ34YAmgRLZZTEDP*tD*k1zv-fElZwGZ/JustListen.jpg

<http://ancientcurrent.files.wordpress.com/2009/10/pregnancy.jpg>

<http://www.sfu.ca/sfunews/files/spring2008/anorexia2.jpg>

<http://priory.com/psych/images/dsh.jpg>

<http://screencrave.frsucrave.netdna-cdn.com/wp-content/uploads/2009/12/The-Lovely-Bones-Intl-Poster-10-12-09-kc1.jpg>

<http://www.metrolyrics.com/lose-yourself-lyrics-eminem.html>

Appendix A

Possible Points

Day	Task Points	Points Possible
1	1= Attendance 1 = Participation 3 = Anonymous Quiz	5
2	1= Attendance 1 = Participation 10 = Poem 3=Homework	15
3	1= Attendance 1 = Participation 3 = Being on task	5
4	1= Attendance 1 = Participation 3 = Being on task	5
5	1= Attendance 1 = Participation 12 = Paper	15
6	1= Attendance 1 = Participation 3 = Being on task	5
7	1= Attendance 1 = Participation 8 = Paper	10
8	1= Attendance 1 = Participation 3 = Being on task	5
9	1= Attendance 1 = Participation 3 = Being on task	5
10	1= Attendance 1 = Participation 13=Workshop 10=Final Draft	25
11	1= Attendance 1 = Participation 8 = Paper	10
12	1= Attendance 1 = Participation 18 = Perfect Murder	20
13	1= Attendance 1 = Participation 3 = Being on task	5
14	1= Attendance 1 = Participation 3 = Being on task	5
15	1= Attendance 1 = Participation 10 = Test	12
16	1= Attendance 1 = Participation 3 = Being on task	5
17	1= Attendance 1 = Participation 8 = Superhero	10
18	1= Attendance 1 = Participation 50 = Wiki Research 3 = Feedback	55
19	1= Attendance 1 = Participation 50 = Wiki Research 3 = Feedback	2
20	1= Attendance 1 = Participation 8 = Inspiration	10
21	1= Attendance 1 = Participation 8 = Social Networking	10
22	1= Attendance 1 = Participation 3 = Being on task	5
23	1= Attendance 1 = Participation 8 = Tupac 100 = Literature Circle	110
24	1= Attendance 1 = Participation 8 = Eminem 100 = Literature Circle	10
25	1= Attendance 1 = Participation 15 = Socratic Circle	17
26	1= Attendance 1 = Participation 15 = Socratic Circle	17
27	1= Attendance 1 = Participation	2
28	1= Attendance 1 = Participation	2
29	1= Attendance 1 = Participation	2
30	1= Attendance 1 = Participation 25 = Test	27
	Total	431

Anonymous Quiz

- Have you or someone you know been sexually assaulted?
- Have you ever been bullied or cyber bullied?
- Do you know anybody affected with AIDS?
- Have you or a friend experienced teen pregnancy in some way?
- Have you ever tried drugs?
- Have you ever participated in underage drinking?
- Have you ever been peer pressured into doing something you didn't want to?
- Do you know anybody suffering from depression?
- Do you know anybody with an eating disorder?
- Do you know anybody who practices self mutilation?

Book Pass Literature List

- Cut by Patricia McCormick
- Thirteen Reasons Why by Jay Asher
- Wintergirls by Laurie Halse Anderson
- Speak by Laurie Halse Anderson
- Tears of a Tiger by Sharon Draper
- Battle of Jericho by Sharon Draper
- Just Listen by Sarah Dessen
- Darkness Before Dawn by Sharon Draper
- Forged by Fire by Sharon Draper
- Just Another Hero by Sharon Draper
- November Blues by Sharon Draper
- Go Ask Alice by Anonymous
- It Happened to Nancy by Beatrice Sparks

Wiki Research Topics

- Anorexia
- Bulimia
- Other Eating Disorders
- Mental Disorders
- Suicide
- Murder
- Gangs
- Alcohol Abuse
- Drug Addiction
- Teen Pregnancy
- Peer Pressure
- AIDS
- Hazing
- Bullying
- Child Abuse
- Rape
- Sexual Abuse
- Poverty
- Homelessness
- Depression
- Self-Mutilation
- Neglect
- Abandonment
- Cliques
- Identity
- Violence in Schools
- Divorce
- Disabilities
- Stereotyping
- Relationships
- Dating Violence

Permission Slip for *The Lovely Bones*

Dear Parent or Guardian,

For the next six weeks, your son/daughter's class will begin reading *The Lovely Bones*. The reason students are being assigned this book is to expose them to the struggles of the world.

Due to the sensitive subject matter that may be considered by some to be too mature for adolescents, students will not be able to participate in the activities and discussions associated with *The Lovely Bones* unless a parent or legal guardian grants permission. Please respond by indicating your consent or non-consent below and return the form as soon as possible. Students whose parents do not indicate permission or those students who do not return the parent permission form will participate in an alternate activity.

If you have any questions or would like to make an appointment to come by and preview the book before it is used in the classroom, please email Ms. Litvak at erl06@fsu.edu.

Sincerely,
Ms. Litvak

Please tear-off and return

I give permission for my child, _____ to read and discuss *The Lovely Bones*.

I DO NOT give permission for my child, _____ to read and discuss *The Lovely Bones*.

Parent/Legal Guardian Signature

Date

In My Closet, On The Top Shelf, Is A Silver Box

Journal, filled
Candy bar, unwrapped
Picture, Kevin
Flower, Kevin
Poems, Kevin
Library card, mine
Naomi Shibab's *What Have You Lost?*, overdue
Saturday, late
Us, movies
Laughing, loving
Later, strolling
Me, "I want chocolate"
Kevin, "You already sweet enough, baby"
Store, closing
We, hurrying
Colliding, customer
Accident, sorry
Guy, angry
Me, craving
Kevin, Hershey
We, pay
Turn, leave
Surprise, a rose,
Pink, favorite
Me, "thanks"
Outside, "Hey!"
Guy, earlier
Kevin, ignore
Hands, holding
Walking, fast
Giant, steps
Me, turn
Guy, points
aims, fires
rips, back
Kevin, drops
candy, sidewalk
Rose, falls
Guy, runs
Blood, runs
Kevin, "you alright?"
Me, "Kevin!"
Eyes, closing

Me, "I Love You"
Kevin, "More than a Kit Kat?"
We, laugh,
Sirens, scream
Heart, pierced
Love, bleeds
Hope, dies
Hands, empty
Sweetness of life, gone
What, remains
picture, Kevin
flower, Kevin
candy bar, unopened
locked, away
inside, silver box
top shelf, in my closet

Literature Circle Handouts

Name: _____

Date: _____

Job Description Packet

In this packet is a description of each job that you will *eventually* have in your literature group.



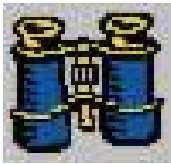
Discussion Director



Vocabulary Enricher



Connector



Passage Master



Captain (or Contessa) Comprehension



Tally Master



Discussion Director

Reading for meaning is a collaborative process. As we discuss with others we deepen our own understanding of the story. Your job is to write down five open-ended questions on a separate sheet of paper to lead your group in a discussion of what they have read.

Sample of open-ended questions:

1. What might happened if...?
2. How is like?
3. Do you agree with... why or why not?
4. What feelings did you have when ...?
5. What do you think is the most important moment in the story?
6. If the story were to continue, what do you think might happen next?

Create your own interesting questions. Avoid factual, one right answer questions. Often those questions start with who, what, when, where and why.

HOW TO PRESENT THE QUESTIONS TO YOUR GROUP

1. Write down at least five good discussion questions on a clean sheet of paper.
2. Ask one question at a time and try to get as many responses from your group as possible.
3. Do not let one person dominate the group. Everyone should participate.
4. Encourage everyone to address their comments to each other, not just to you, the Discussion Leader.
5. After the discussion is complete, write down some of the opinions that you found interesting.

Name: _____

Team Members: _____



Discussion Director Questions (Homework)

Book Title: _____

Pages Read: _____

Question #1: _____

Question #2: _____

Question #3: _____

Question #4: _____

Question #5: _____

Create questions that:

- ▶ ask why ▶ need more than one word answers ▶ ask about the main idea ▶ ask specific details
- ▶ ask about drawing conclusions ▶ ask about making predictions ▶ ask about cause and effect

Discussion Director's Notes



(to be done WITH your literature group – in class!)

Directions: After presenting your questions, write down each team member's most memorable responses to a question.

Team Member 1

Team Member 2

Team Member 3

Team Member 4



Connector

Good readers make connections between important ideas in the story and their own lives, the lives of others or other books. You may wish to make connections between characters, settings, or problems in real life, or in other books. You may make comparisons to other authors or works of art. Refer to the connection organizer to understand all of your choices.

HOW TO PRESENT YOUR CONNECTIONS TO THE GROUP

1. Read the connections you have made to your group.
2. Discuss the connection you have made with your team. Be specific and explain with details the connection you have made.
3. Ask the group for their input on your connections.
4. As a group, establish/share one more connection from the pages you read this week.

Connector Ideas

Character:

Character in this book ➡➡➡➡➡➡➡➡ character in another book

Setting:

Setting in this book ➡➡➡➡➡➡➡➡ setting in another book

Problem:

Problem in this book ➡➡➡➡➡➡➡➡ problem in another book

Author:

This author's work ➡➡➡➡➡➡➡➡ another author's work

Illustrator:

This illustrator's work ➡➡➡➡➡➡➡➡ another illustrator's work

Name: _____

Team Members: _____



Connection Organizer - Homework

Book Title: _____

Pages Read: _____

Page ____ Paragraph ____

Connection I Made: _____

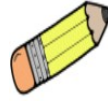
Type of Connection: text to text, text to self, text to world

Page ____ Paragraph ____

Connection I Made: _____

Type of Connection: text to text, text to self, text to world

Connector's Notes



(to be done WITH your literature group – in class!)

Directions: After presenting your connections, write down your group's feedback and connection.

Step #1: Share your connections

Step #2: Discuss the questions below.

Did anyone share the same connection in your group? yes no

What *other* connections did your group make?

Page ____ Paragraph ____

Connection I Made: _____

Type of Connection: text to text, text to self, text to world

Vocabulary Enricher



Good readers develop new vocabulary as they read. Your job is to pick at least five new vocabulary words from this week's reading that are:

- ▶ Unfamiliar to you – but you can figure them out from the story (context clues)
- ▶ Used in an unusual way – have to look them up (name of a country, person, etc)
- ▶ Interesting describing words
- ▶ hard to say or sesquipedalian words
- ▶ Puzzling to you

HOW TO PRESENT YOUR VOCABULARY WORDS TO THE GROUP

1. As you are reading, search for five vocabulary words. Select the five words you are presenting to your group.
2. Using the graphic organizer, copy the page number and complete the form.

Name: _____

Team Members: _____



Vocabulary Enricher- Homework

Book Title: _____

Pages Read: _____

Word #1

1. Page ____ Write the sentence from the passage. Circle the selected word.

Complete this question *with* your literature group

2. My group thinks this word means.

3. Part of speech and dictionary meaning that applies to the passage.

4. My own sentence using the vocabulary word.

Word #2

1. Page ____ Write the sentence from the passage. Circle the selected word.

2.

My group thinks this word means.

Complete this question *with* your literature group

3. Part of speech and dictionary meaning that applies to the passage.

4. My own sentence using the vocabulary word.

Word #3

1. Page ____ Write the sentence from the passage. Circle the selected word.

2.

My group thinks this word means.

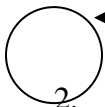
Complete this question *with* your literature group

3. Part of speech and dictionary meaning that applies to the passage.

4. My own sentence using the vocabulary word.

Word #4

1. Page ____ Write the sentence from the passage. Circle the selected word.



Complete this question *with* your literature group

2. My group thinks this word means.

3. Part of speech and dictionary meaning that applies to the passage.

4. My own sentence using the vocabulary word.

Word #5

1. Page ____ Write the sentence from the passage. Circle the selected word.

2.

My group thinks this word means.

Complete this question *with* your literature group

3. Part of speech and dictionary meaning that applies to the passage.

4. My own sentence using the vocabulary word.



Passage Master



Good readers show insight about what they have read and reflect on the story. Your job is to locate a few special sections of the reading that the group should look back on. The idea is to help people notice the most interesting, or funny, puzzling, or important sections of the story. You decide which passages or paragraph are worth looking at again and decide how you will share them with the group. You can either read them to the group and discuss them, or select someone in the group to read them, or ask the group to reread them silently and then discuss why they are interesting paragraphs. Remember to look for passages that:

- ▶ Puzzled you
- ▶ Surprised you
- ▶ Were informative (you learned something)
- ▶ You agree or disagree with
- ▶ Were funny
- ▶ Helped you with a reading skill

HOW TO PRESENT TO THE GROUP

1. Decide how to share the paragraph. (Remember you can read it, someone in your group can read it, or it can be read silently.)
2. After rereading the paragraph, discuss the paragraph with your team. Discuss why you selected the paragraph. Do the team members agree with you? If they disagree with you, get their point of view.
3. Using your graphic organizer, write down the page and paragraph number. Then job down some o the insights shared with your team. Remember to include why you selected the passage.

Name: _____

Team Members: _____

Selected Passages for Passage Master - Homework

Passage #1

1. Page ____ Paragraph ____

The main idea of this passage is: _____

I selected this paragraph because: _____

2.

Complete this question *with* your literature group

My group thought this passage was: _____ because _____

Passage #2

1. Page ____ Paragraph ____

The main idea of this passage is: _____

I selected this paragraph because: _____

2.

Complete this question *with* your literature group

My group thought this passage was: _____ because _____



Captain/Contessa Comprehension

As a class, we have studied other novels and know the types of questions we must ask to ensure our understanding of the novel. The Captain/Contessa of Comprehension will develop a total of five questions about the section in the book that you have read. These are *specific* comprehension questions—the type of question that a teacher might put on a test that ask what the story is about.

HOW TO PRESENT THE QUESTIONS TO YOUR GROUP

1. Write down three questions. One from the beginning of the section, one from the middle and one from the end.
2. Write two questions that do the following:
 - Recall specific details
 - Ask the reader to put the story in their own words
 - Ask what came first, next, last
 - Ask someone to tell about a character or a character's actions/choices
2. Ask one question at a time and try to get as many responses from your group as possible.
3. Do not let one person dominate the group. Everyone should participate.
4. Encourage everyone to address their comments to each other, not just to you, the Discussion Leader.
5. After the discussion is complete, write down some of the opinions that you found interesting.

Name: _____

Team Members: _____



Captain/Contessa Comprehension Questions (Homework)

Book Title: _____

Pages Read: _____

Question #1: (beginning) _____

Question #2: (middle) _____

Question #3: (end) _____

Question #4: _____

Question #5: _____

Create questions that:

- ▶ recall specific detail
- ▶ summarize
- ▶ put the story in their own words
- ▶ ask what came first, next, last
- ▶ tell about a character



(to be done WITH your literature group – in class!)

Directions: After presenting your questions, write down each team member's most memorable responses to a question.

Team Member 1

Team Member 2

Team Member 3

Team Member 4

Name: _____

Team Members: _____



Tally Master- Worksheet/Homework

Book Title: _____

Pages Read: _____

This person's primary responsibilities are on literature circle day. The roll of the tally master is to ensure that all of the assignments are complete, shared with the group, collected and turned in. This person must monitor the time and must also check to see that group is participating and cooperating during literature circle time.

Name	Homework Complete	Turn Taken	Participation (y,n)	Cooperation (s,u)

Key

Y = yes

N = no

S = Satisfactory

U = Unsatisfactory

Middle of Unit Multiple Choice Test

1. One reason why Mr. Harvey has an easy time getting Susie in his “cave” is:
 - a. Susie has been taught to respect authority
 - b. Susie is curious about how Mr. Harvey built it
 - c. Both a. and b.
2. Susie’s body is hidden
 - a. In a trunk in the sinkhole
 - b. In Mr. Harvey’s back yard
 - c. In an old safe
3. The member of her family who has the hardest time accepting Susie’s death is
 - a. Her mother
 - b. Her father
 - c. Her sister
4. Ruth Connors is especially close to Susie after her death, because
 - a. She always wanted to be like Susie
 - b. She wanted to *be* Susie for Ray Singh’s sake
 - c. Susie touched her as she was rising to Heaven
5. The final project at the Gifted Symposium is especially hurtful to Lindsey, because
 - a. It’s called The Perfect Murder
 - b. She and Samuel have to kill some field mice
 - c. No one will tell her about the project except Samuel
6. Which body part was linked to Susie?
 - a. Elbow
 - b. Shoulder
 - c. Foot
7. According to Susie, who could never be “a man violent in rage”?
 - a. Ray
 - b. Jack
 - c. Mr. Harvey
8. What Monopoly piece was Susie’s?
 - a. Dog
 - b. Car
 - c. Shoe
9. What did Buckley get caught in his throat?
 - a. Twig
 - b. Chicken Bone
 - c. Tooth
10. What is Lindsey doing prior to breaking into Mr. Harvey’s house?
 - a. Walking Holiday
 - b. Playing with Buckley
 - c. Running with the soccer team

Answer Key

1. C
2. C
3. B
4. C
5. A
6. A
7. B
8. C
9. A
10. C

Feedback Sheets

Three things I learned during this presentation:

- 1.
- 2.
- 3.

Name two things that went well during this presentation:

- 1.
- 2.

What's one thing that could have gone better?

- 1.

The Rose That Grew from Concrete
Autobiographical

Did u hear about the rose that grew from a crack
in the concrete

Proving nature's laws wrong it learned 2 walk
without having feet

Funny it seems but by keeping its dreams
it learned 2 breathe fresh air

Long live the rose that grew from concrete
when no one else even cared!

Lose Yourself

(Intro)

Look, if you had one shot, or one opportunity
 To seize everything you ever wanted in one moment
 Would you capture it? Or just let it slip?

(Verse 1)

Yeah,

His palms are sweaty, knees weak, arms are heavy
 There's vomit on his sweater already, mom's spaghetti
 He's nervous, but on the surface he looks calm and ready
 To drop bombs, but he keeps on forgetting
 What he wrote down, the whole crowd goes so loud
 He opens his mouth, but the words won't come out
 He's choking how, everybody's choking now
 The clock's run out, time's up over, bloah!
 Snap back to reality, oh there goes gravity
 Oh, there goes Rabbit, he choked
 He's so mad, but he won't give up that
 Easy, no
 He won't have it, he knows his whole back's to these ropes
 It don't matter, he's dope
 He knows that, but he's broke
 He's so stagnant that he knows
 When he goes back to his mobile home, that's when it's
 Back to the lab again yo
 This whole rhapsody
 He better go capture this moment and hope it don't pass him

(Chorus)

You better lose yourself in the music, the moment
 You own it, you better never let it go go
 You only get one shot, do not miss your chance to blow
 This opportunity comes once in a lifetime yo

(Verse 2)

This soul's escaping, through this hole that is gaping
 This world is mine for the taking
 Make me king, as we move toward a, new world order
 A normal life is boring, but superstardom's close to post mortem

It only grows harder, homey grows hotter
 He blows it's all over, these hoes is all on him
 Coast to coast shows, he's know as the Globetrotter
 Lonely roads, God only knows
 He's grown farther from home, he's no father
 He goes home and barely knows his own daughter
 But hold your nose 'cause here goes the cold water
 These hoes don't want him no mo', he's cold product
 They moved on to the next schmoe who flows
 He nose dove and sold nada
 So the soap opera is told and unfolds
 I suppose it's old partner, but the beat goes on
 Da da dum da dum da da

(Chorus)

You better lose yourself in the music, the moment
 You own it, you better never let it go go
 You only get one shot, do not miss your chance to blow
 This opportunity comes once in a lifetime yo

(Verse 3)

No more games, I'ma change what you call rage
 Tear this motherfucking roof off like two dogs caged
 I was playing in the beginning, the mood all changed
 I been chewed up, and spit out, and booed off stage
 But I kept rhymin' and stepwritin' the next cypher
 Best believe somebody's paying the pied piper
 All the pain inside amplified by the
 Fact that I can't get by with my nine to five
 And I can't provide the right type of life for my family
 'Cause man, these Goddamn food stamps don't buy diapers
 And it's no movie, there's no Mekhi Phifer, this is my life
 And these times are so hard and it's getting even harder
 Trying to feed and water my seed, plus
 Teeter totter caught up between being a father and a prima donna
 Baby mama drama's screaming on and
 Too much for me to wanna
 Stay in one spot, another day of monotony
 Has gotten me to the point, I'm like a snail
 I've got to formulate a plot or end up in jail or shot

Success is my only motherfucking option, failure's not
Mom, I love you, but this trailer's got to go
I cannot grow old in Salem's Lot
So here I go is my shot.
Feet fail me not 'cause maybe the only opportunity that I got

(Chorus)

You better lose yourself in the music, the moment
You own it, you better never let it go go
You only get one shot, do not miss your chance to blow
This opportunity comes once in a lifetime yo

(Outro)

You can do anything you set your mind to, man

Socratic Circle Guiding Questions Handout

- How do *The Lovely Bones* (or *Death of a Salesman*) relate to the Tupac poem?
- What kind of themes does your literature circle book have in common with the Eminem lyrics?
- Of everything you've read for this unit, which do you think portrayed struggles the best?
- Which piece was most realistic?
- Which piece did you relate to most?
- If you could only select 1 of these texts for next year's class to read, what would it be and why?
- What is one piece you think this unit could do without?

Final Unit Test

1. The name of Susie's dog is:
 - a. Holly
 - b. Holiday
 - c. Buddy
 - d. Billy
2. What does Mr. Harvey do with the safe??
 - a. He leaves it in the basement.
 - b. He pays \$20 to drop it in the sinkhole.
 - c. He takes it with him when he moves out of town.
 - d. He empties out Susie's body and keeps it as a trophy.
3. Who tells Lindsey about the perfect murder competition?
 - a. Samuel
 - b. Ruth
 - c. Artie
 - d. Nobody – she sees the flier on her own.
4. One of the major themes of *The Lovely Bones* is:
 - a. Death
 - b. Acceptance
 - c. Hope
 - d. Despair
5. All of the following are Jack's dreams except:
 - a. Teaching another child to make ships in bottles.
 - b. Catch the person who killed Susie.
 - c. Divorce Abigail.
 - d. Prove Mr. Harvey's guilty.
6. What do Samuel and Lindsey name their daughter?
 - a. Samantha Suzanne
 - b. Susan Amanda
 - c. Abigail Suzanne
 - d. Ashley Amanda
7. How does Mr. Harvey die?
 - a. Old age.
 - b. He gets stabbed with an icicle.
 - c. He falls into a ravine.
 - d. He is sentenced to death after being found guilty.
8. Who owns the old Victorian house?
 - a. Samuel
 - b. Ruth's father
 - c. Ruana
 - d. Ray
9. How does Susie know her time on Earth is over?
 - a. Spirits surround her.
 - b. She doesn't.
 - c. Ray can see it in her eyes.

- d. She can hear Ruth talking to her.
10. What is Susie's favorite flower?
- a. Lily
 - b. Rose
 - c. Tulips
 - d. Daffodil
11. Where does Susie's mother work after leaving Jack?
- a. A diner
 - b. At an office
 - c. A winery
 - d. The mall
12. What was Susie's obsession?
- a. Photography
 - b. Ray
 - c. Buckley
 - d. Ships in bottles
13. What does Mr. Harvey do for a living?
- a. Bird watch
 - b. Architecture
 - c. Make doll houses
 - d. Build ships in bottles
14. What does Buckley claim?
- a. He sees Susie.
 - b. Samuel is mean.
 - c. Lindsey didn't break into Mr. Harvey's house.
 - d. He wants to build ships in bottles.
15. Who tells Susie "Just have fun, kid,"?
- a. Ray
 - b. Grandma Lynn
 - c. Jack
 - d. Lindsey
16. The spontaneous first anniversary memorial of Susie's death is started by
- a. Her father
 - b. Lindsey
 - c. Ray Singh
 - d. Ruth Connors
17. Susie's mother leaves the family, because
- a. She can't bear to think of Susie anymore
 - b. She is looking for the life she never had the chance to live
 - c. She wants to be with Len
 - d. Both a. and b.
18. When Susie's mother leaves, her father is helped with raising his children by
- a. Ruana Singh
 - b. Nate's mother
 - c. Grandma Lynn
 - d. Samuel's mother

19. When Susie says she falls to Earth, she means
 - a. She enters Ruth's body
 - b. She is rejected by Heaven
 - c. She decides to stay in the Inbetween forever to be able to watch her family
 - d. All of the above
20. Susie's greatest desire is to grow up by
 - a. Allowing her father to see her one more time
 - b. Bringing her mother home again
 - c. Making love to Ray Singh through Ruth's body
 - d. Making sure her family is happy
21. The outcome of the story for Ruth Connors is
 - a. To marry Ray Singh
 - b. To return to live in her home town
 - c. To return to New York to use her "sight" to help girls who might be murdered
 - d. To help find Susie's voice
22. The outcome of the story for Ray Singh is
 - a. To become a doctor who is open to the possibilities of Heaven
 - b. To marry Ruth Connors
 - c. To become a doctor in his home town
 - d. To marry Ruth
23. The outcome of the story for Jack Salmon is
 - a. To die of a heart attack
 - b. To go home with Abigail
 - c. To go home without Abigail
 - d. To kill Mr. Harvey
24. The outcome of the story for Lindsey is
 - a. To marry Artie and have a daughter
 - b. To marry Samuel and have a daughter
 - c. To marry Hal and have a daughter
 - d. To marry Nate and have a daughter
25. The last symbolic touch of Susie in the story is
 - a. The hat with the jingle bells made by her mother
 - b. The Pennsylvania Keystone State charm
 - c. Her charm bracelet
 - d. Her jacket

Answer Key

1. A
2. B
3. C
4. B
5. C
6. C
7. C
8. B
9. A
10. D
11. C
12. A
13. C
14. A
15. B
16. D
17. D
18. C
19. A
20. C
21. C
22. A
23. B
24. B
25. C

Newspaper : Article on Struggle

Teacher Name: **Erin Litvak**

Student Name: _____

CATEGORY	4	3	2	1
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Who, What, When, Where & How	All articles adequately address the 5 W's (who, what, when, where and how).	90-99% of the articles adequately address the 5 W's (who, what, when, where and how).	75-89% of the articles adequately address the 5 W's (who, what, when, where and how).	Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how).
Articles - Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.

Research Report : Creating Wikis

Teacher Name: **Erin Livak**

Student Name: _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Content	Includes at least one famous person who overcame struggle and 5 or more characteristics of the struggle.	Includes at least one famous person who overcame struggle and 4 or more characteristics of the struggle.	Includes at least one famous person who overcame struggle and 2 or more characteristics of the struggle.	Does not include a famous person who overcame struggle or has less than 2 characteristics of the struggle.