

Going Against the Grain

"This is who I am. Nobody said you had to like it."

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Rationale

This is a five-week unit designed for an eighth grade general English class. The class consists of twenty-two students with each class period being fifty minutes long. This unit will revolve around their daily lives but specifically, how they see themselves and those around them. The theme of the unit is “Going Against the Grain” which pertains to not sticking to stereotypes and how others may view them. I would like to introduce this unit during the third nine weeks, after they come from the winter break.

Students are about to go into this new place, high school. Students are probably nervous about going there and may go through some difficulties to try and keep their own identity. Students will be able to connect real life situations to these different literatures. The theme of identity and defining the norm is throughout their daily lives and in pop culture. How we define ourselves can also contribute to how others define us.

The theme of self-definition is all over, especially in middle and high schools. Teens are constantly trying to find new and creative ways to express who they are whether it is with clothing or just in the activities they participate in. The unit connects real life to students so they are able to understand the underlying truth of self-definition and also on how we can affect other people’s lives and vice versa. This theme of trying to find who we are is very important especially for eighth grade students who are about to go to high school, a new and larger place than before. It is so difficult to go somewhere completely different and make new friends. It is even more difficult when you are facing peer pressure and may not know what to do.

This unit focuses on allowing students to become their own person and provide

different examples of literature popular media to help them realize they should learn more about themselves before listening to their peers trying to judge them. With the use of these multiple texts, students will be able to see that the best thing to do is to be yourself. Our central text will be the young adult novel *Diary of a Wimpy Kid* by Jeff Kinney. The book is a great example of how sometimes you can lose yourself on all the chaos that goes on at school. It is not a very long text and a fairly easy read, but it also brings up some very relatable issues including friendships, popularity, and of course self-identity. It is also a great read to go along with one of the other secondary texts, *Stargirl* by Jerry Spinelli, *Define "Normal"* by Julie Anne Peters, and *Drums, Girls and Dangerous Pie* by Jordan Sonnenblick. These novels are great for any student to read even on their spare time and have a great meaning behind them. Lesesne stated, "Characters began to reflect reality for more and more readers—and not just for our female readers." (Beers, 2007). The goal of the unit is to create self-confidence and also a look into their true identity. Also, using Literature Circles, students will be able to share own thoughts and ideas of the novel and also have responsibilities that will help keep them on track with their readings.

To organize this unit, I want to use Peter Smagorinsky's Down and Dirty: Daily Planning format. Smagorinsky states this format, "try(s) to anticipate how classes will go from day to day" (Smagorinsky, 2008). It will help me keep very well organized and even allow me to anticipate some time for student's questions.

Providing students with various texts is very helpful because it gives them some choice in a piece of literature. Also, with the use of the secondary texts, we are able to

provide students with various types of supplementary media to help them comprehend the message behind the unit. With the use of various media including film, music, poetry, and, quizzes, students are able to understand themselves more and also understand how to choose those they will surround themselves with.

Students will also be creating their own works, especially the Soundtrack to their lives and also a character from one of the novels. It will better engage students throughout the entire unit. Using popular media and allowing students to create and share their final project will give them more self-esteem because they will be able to share that piece of work with everyone.

With the help of modern movies, music, television, and poems, students will be able to relate these to their daily lives. It is difficult to have students completely understand the unit solely through the novels. The supplementary texts will help keep students interested and on track with the central text as well. We will be using movies such as *Mean Girls*, which is the perfect example of changing for others due to popularity and trying to maintain a certain social status. It is also how cliques can be very hurtful to others and you may not even know it. We will also view clips from the motion picture of *Diary of a Wimpy Kid*. This can give children a visual of what happened throughout the novel and also allows them to put a face to the name. This is important for most students because they are now able to see how the actions and reactions of certain events are.

Although, *Diary of a Wimpy Kid* does provide cartoon drawing, having the movie is essential for some students so that they could comprehend what might be happening throughout the novel.

Another form of popular media that I will be using is music. I would like to use the student's songs that they bring in for their own soundtracks, but we will also be looking at the song "True Color" performed by the cast of *Glee*. This song really portrays the unit and its entirety. It is about showing your true inner colors. So we will be reviewing this song and relating it to the daily lives of the students. We will also be looking at Bon Jovi's "It's My Life" when we are discussing the creation of our life soundtracks.

We will then be looking at a few television that students may watch on a regular bases. Some clips I would show are from *Glee*, *My Life as Liz*, and *Ned's Declassified School Survival Guide*. Each of these shows contain episodes that have someone questioning who they are and their real friends in comparison to the other friends that they want to be like. This will allow students to relate to others that are going through the same problems and also shows that they might be watching.

Students will also be reading Robert Frost's "The Road Not Taken" to see how certain decisions can effect what we are like in our present day. The class will also use Socratic Circles to discuss a few "roads" they may have taken that led them to where they are now.

In the end of this unit, students will gain self-confidence and will be able to get to know more about themselves. This will then lead them to their travel into high school with more knowledge about themselves so they will be able to make their own decisions, and not be pressured by others to be someone they are not.

Goals and Objectives

Students will be able to...

Objectives:

- Participate in Literature Circles.
- Participate in Socratic Circles.
- Evaluate themselves and the positives that make them who they are.
- View some of the traits they may have.
- Incorporate the learning of their self-identity in the time through high school.
- Express empathy towards others when there are cliques.
- Use the point of view strategy to create a soundtrack for a character.
- Create a soundtrack.
- Analyze a novel.
- Connect the novels to their daily lives.
- Relate to certain characters.
- Reflect on certain events or topics by using their journals.

Standards

- LA.8.2.1.1: The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;
- LA.8.2.1.5: The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
- LA.8.2.1.6: The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
- LA.8.2.1.10: The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
- LA.8.2.2.2: The student will synthesize and use information from the text to state the main idea or provide relevant details;
- LA.8.6.1.1: The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- LA.8.6.3.2: The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation;
- LA.8.4.3.2: The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
- LA.8.5.2.1: The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
- LA.8.5.2.2: The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;

- LA.8.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
- LA.8.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.8.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.8.1.7.7: The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems);
- LA.8.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Materials

Novels:

Drums, Girls, and Dangerous Pies by Jordan Sonnenblick
Stargirl by Jerry Spinelli
Diary of a Wimpy Kid by Jehh Kinney
Define “Normal” by Julie Anne Peters

Poems:

“The Road not Traveled” by Robert Frost

Songs:

“True Colors” Glee Cast
“It’s My Life” Bon Jovi

Movies:

Mean Girls
Diary of a Wimpy Kid
Angus, Thongs, and Full Frontal Snogging

Television Shows:

Glee
My Life as Liz
Ned’s Declassified School Survival Guide

Worksheets:

True Colors Quiz
Socratic Circle Worksheet
Literature Circles Worksheet
How to Create the Soundtrack to your life

Materials:

Journals
Pens
Blank CD’s
DVD player
Projector
Computers
CD player
Songs from Glee and Bon Jovi

Unit Outline (Each Class is 55 minutes)

Week 1

Day 1 (Monday)

2 minutes: Daily attendance, housekeeping.

10 minutes: Pass out “True Colors Quiz” (see Appendix A) and allow time for students to answer questions.

10 minutes: Go over results by marking on the board the different colors possible with the points that coincide with it.

15 minutes: Give students writing prompt: “How do you describe yourself and how close were your results to how you truly are?” Give students time to write their responses in their journals. The teacher will go around and check students’ responses.

6 minutes: Play clip from Mean Girls, the first lunch scene when Cady is being showed the different cliques.

5 minutes: Say: “We all have trouble going to new places, but it is how you handle it that defines your time there. You define yourself and no one else.” Allow students to discuss how they feel about this change that is going to happen.

4 minutes: Allow students to discuss how they feel about this change that is going to happen.

Rest of class (about 1-2 minutes): Can be used towards any discussion that needs more time. Also, have students ready to choose a reading tomorrow in class.

Day 2 (Tuesday)

2 minutes: Daily attendance, housekeeping.

5 minutes: Introduce *Diary of a Wimpy Kid*

8 minutes: Tell students that “This will be our primary text for this unit. You will be reading this along with another book that will be given to you. Your options include Stargirl, Define “Normal,” and Drum Girls and Dangerous Pie. Let me tell you a little about each of these novels...”

10 minutes: You will give a short Book Talk on each novel to inform students of what they are about and also give them an idea so they can choose the novel they would like to read.

5 minutes: Tell students to write on a piece of paper their choices one being the book they would like to read the most and three being the book they would want to read the least. Inform them that you will be making the decisions based on content and work ethic.

5 minutes: Put up the poem “The Road Not Taken” by Robert Frost. (Appendix B) Hand out the Socratic Circle Worksheet along with a copy of the poem for the students.

5 minutes: Give students instructions on Socratic Circles from the worksheet. (Appendix C)

5 minutes: Allow students to read the poem and tell them they will be participating in a Socratic Circle using the poem.

5 minutes: Have students begin by discussing the poem as a class. What type of tone is the author using? How does he convey his meaning of the poem?

Rest of class (about 5 minutes): Assign pages 1-41 (until Monday). Also, tell them to be prepared for Socratic Circles tomorrow using the poem given today.

Day 3 (Wednesday)

2 minutes: Daily attendance, housekeeping.

8 minutes: Journal Writing: What kind of difficulties is Gregory going through already with his Roderick and trouble with bullies?

5 minutes: Have the class get into two circles assigned by you. You will then be holding a small whiteboard and taking notes of who is talking the most and a few major topics they bring up.

2 minutes: To begin, have students answer the question, “What types of forks in the road have you been led to and what kind of choice did you make?”

10 minutes: Give students time to discuss while you take notes.

5 minutes: Discuss how things went. Allow the outer circle fill out the worksheet.

5 minutes: Switch. The outer circle goes into the middle while the inner circle becomes the outer circle.

10 minutes: Give students time to discuss. They will begin where the other circle left off in their discussion while you take notes.

5 minutes: Discuss how things went. Allow the outer circle fill out the worksheet.

Rest of class (about 2 minutes): Discuss their readings, how is the novel so far? Assign pages 41- 48 (stop at October).

Day 4 (Thursday)

2 minutes: Daily attendance, housekeeping, pass back journals.

10 minutes: Begin by assigning students to their second novel. They will have to go and buy their copy due to funds. They will be shown how the book looks and given the information to which will tell them exactly which book to buy.

10 minutes: We will then discuss how our own identity can effect our own lives. We will correlate this with our reading of *Diary of a Wimpy Kid*. What kind of identity problems is he going through?

15 minutes: Journal Writing: Which character are you relating to the most? What types of traits and characteristics do you share with them?

10 minutes: Have students share a few of their journal entries with the class, voluntarily of course.

Rest of class (about 8 minutes): We will discuss the reading timeline for the two novels that they will be reading and also the upcoming events.

Day 5 (Friday)

2 minutes: Daily attendance, housekeeping.

8 minutes: Play clip from *Glee* Episode Hairography (Appendix D).

10 minutes: Students will write in their journals, why do you think the glee crew was so intimidated by the other glee clubs? What do you think made them try this new fashion?

10 minutes: Discuss a few of the journal entries, voluntarily.

10 minutes: Begin discussing the relevance of the two novels. Just from reading *Diary of a Wimpy* and the Book Talk about the novels, what do you think the reoccurring theme is?

Rest of class (about 15 minutes): Allow students to get into their second novel groups to discuss possible themes. Students will also have to read chapters 1 & 2 in their second novel along with pages 49- 76 (until November).

Week 2

Day 6 (Monday)

2 minutes: Daily attendance, housekeeping.

5 minutes: Discuss their new assignment “The Soundtrack of Your Life”. (Appendix E for link). They will be creating their own soundtrack.

8 minutes: Each student will receive the lyrics to Bon Jovi’s “It’s My Life” (Appendix F).

15 minutes: Students will discuss the song and its relevance to their own lives by using their copy of their lyrics as well.

12 minutes: Have students choose eight events that are important to the students in their lives and then, they will choose the songs to accompany each event.

Rest of class (about 6 minutes): Allow students to finish finding their songs at home. Assign their readings for *Diary of a Wimpy Kid* pages 76- 96 (until Thursday) and Chapters 3 & 4 for their secondary reading.

Day 7 (Tuesday)

2 minutes: Daily attendance, housekeeping.

5 minutes: Students will begin collecting the titles of the eight meaningful songs that corresponded to the events they had selected yesterday.

5 minutes: Students will then look up a few of the lyrics to the songs they have chosen.

20 minutes: Students will have to write in their journal about at least two of the songs they have chosen and write about why they have picked that song to correlate with that particular event.

10 minutes: Students will now discuss a few of the songs and events with the class, voluntarily. They will be able to relate to each other and see some of the similarities with the events or songs they could have chosen.

8 minutes: Students will discuss how music can affect the emotions that people can

portray. It can also help create a positive classroom environment.

Rest of class (about 5 minutes): Discuss with students the readings, assign pages 95- 114 of *Diary of a Wimpy Kid* and chapters 5 & 6 in their secondary reading.

Day 8 (Wednesday)

2 minutes: Daily attendance, housekeeping.

10 minutes: Students will watch a clip from *My Life as Liz*, the pilot episode (Appendix E). This clip shows how Liz went through so much as a child, but was not happy because it was not who she was.

20 minutes: Discuss with students how they want to be viewed by other. What type of traits do you want people to associate you with?

5 minutes: Hand out Literature Circle hand-outs (Appendix G).

10 minutes: We will discuss Literature Circles and the instructions. These will be used in their secondary text group. They will get into their groups and will be given their roles within that circle.

Rest of class (about 8 minutes): Allow for extra time in their groups so that they can coordinate their roles. Also assign reading, pages 114- 136 (until January) and chapter 7 & 8 in their secondary reading. They must also begin the literature roles.

Day 9 (Thursday)

2 minutes: Daily attendance, housekeeping.

10 minutes: Journal Writing: You have now gone through more than half of the novel. Let us know what your favorite part so far is? Also, how did Gregory celebrate the holidays?

5 minutes: Have students discuss a few of their favorite excerpts from the novel and why.

5 minutes: Students will go into their secondary text groups and discuss a few of the main points of the novel.

20 minutes: Students will then go over their literature circle roles with their groups.

8 minutes: A few students will share a few of their own thoughts on the novels and some of the things that were reviewed during their discussions.

Rest of class (about 5 minutes): Review the use Literature Circles. Assign readings, pages 136- 156 (until February) in *Diary of a Wimpy Kid*. Also, chapters 8 & 10 in their secondary texts.

Day 10 (Friday)

2 minutes: Daily attendance, housekeeping.

10 minutes: Students will begin with a class discussion of their reading of *Diary of a Wimpy Kid*. They will discuss how Gregory is beginning to view middle school very differently, but what are his perceptions of the popular kids?

10 minutes: Students will view a video clip from Ned's Declassified School Survival Guide—Popularity.

10 minutes: Students will discuss how popularity can affect a student's behavior. How can it effect those around them as well?

10 minutes: Review *Diary of a Wimpy Kid*, how does Gregory respond to popularity? Do you think his friends also appreciate his perception of popularity?

10 minutes: Students will meet with their Literature Groups and go over their roles for the secondary texts. They will also be able to share a few ideas with the class on how their novel correlate with the central text.

Rest of class (3 minutes): Assign readings pages 156- 176 (until Thursday) in *Diary of a Wimpy Kid*. Also, chapters 11 & 12 of their secondary texts.

Week 3

Day 11 (Monday)

2 minutes: Daily attendance, housekeeping.

5 minutes: Play the song "True Colors" performed by the cast of Glee and pass out lyrics (Appendix H).

10 minutes: Allow students to discuss the meaning of the song. What is the message that they are trying convey within the song? How can this song relate to your daily life?

20 minutes: Allow literature circles to meet and share each role with their group. They will have to discuss the important information that correlates with the novel *Diary of a Wimpy Kid*.

10 minutes: Have groups create an image of a person that is "normal". What types of

traits and characteristics would this person have and why would that be considered “normal”.

3 minutes: Allowing students to discuss their “normal” person and why. They will then compare traits and characteristics that each group gave.

Rest of class (about 5 minutes): Discuss how normal is different for everyone and no one is “normal” because everyone is different. There is no such thing as normal. Continue readings, pages 176- 190 (until April). For their secondary readings, they need to read chapters 13-15.

Day 12 (Tuesday)

2 minutes: Daily attendance, housekeeping.

15 minutes: Journal Writing: If you were to go to a new school, and did not know anyone, what types of things would you do to try and have a smooth transition? Would you try and do the same for another student that may come to your school?

5 minutes: Allow students to get into two circles for their Socratic Circles. Pass out the outer circle worksheet (Appendix C)

10 minutes: Students will discuss *Diary of a Wimpy Kid* and how Gregory has been through and viewed changes while in middle school. Why do you think other young adults want to change themselves when the move to another school?

5 minutes: Outer circle will discuss and fill out form.

10 minutes: Students will switch and the second circle will carry on the previous conversation.

5 minutes: The outer circle will fill out their form and discuss their some of their answers.

Rest of class (about 3 minutes): Assign tonight as a catch up night with their readings and literature circle roles.

Day 13 (Wednesday)

2 minutes: Daily attendance, housekeeping.

5 minutes: Students will discuss their progress with their readings. Are they having troubles keeping up? Do they need more time?

38 minutes: Today will be a catch up day. Students will work on their readings and

literature circles. This will help students catch up and also allow me to make sure everyone is on track.

Rest of class (about 5 minutes): Keep with the catch up and try to stay up with the readings.

Day 14 (Thursday)

2 minutes: Daily attendance, housekeeping.

5 minutes: Play trailer from *Angus, Thongs, and Full Frontal Snogging*.(Appendix

15 minutes: Post prompt on overhead or projector for Journal Writing. Prompt: Georgia has trouble with herself and tries to change every little thing to try and be this perfect girl. What kind of things do you notice your peers do to appear different? What kind of things have you done to try and appear different?

12 minutes: Class discussion about their journal reflections.

20 minutes: Have students meet together in their Literature Circles to discuss their secondary text. Allow about 5 minutes per role to share.

Rest of class (about 1 minute): Assign readings, pages 190- 217 (the end) in *Diary of a Wimpy Kid* and Chapter 16- 19 in their secondary texts.

Day 15 (Friday)

2 minutes: Daily attendance, housekeeping.

15 minutes: Journal Writing Prompt: Now that you have finished reading *Diary of a Wimpy Kid*, what are your thoughts? What do you think the moral of the novel was? What type of themes could you point out?

10 minutes: Class discussion of their Journal. They can compare their answers and what others may have received from the text.

25 minutes: Students want to meet with their Literature Circles, about 5 minutes per role.

Rest of class (about 5 minutes): Assign homework. Switching roles in literature circles and read Chapter 20-23 in secondary texts. They are over half way done!

Week 4

Day 16 (Monday)

2 minutes: Daily attendance, housekeeping.

10 minutes: Journal Writing Prompt: As of right now, what types of themes, or just similarities, do you notice between your secondary text and *Diary of a Wimpy Kid*?
Project Time! Pass out worksheet with directions. (Appendix I) We will be making soundtracks to characters from your secondary texts. Students will be working in their literature circle groups to create this soundtrack and paper.

5 minutes: Discuss some of the journal reflections.

35 minutes: Students will begin watching the notion picture *Diary of a Wimpy Kid*. Students will need to take notes on things that may have happened differently in the movie from the novel.

Rest of class (about 3 minutes): Assign readings, Chapters 24-27 in their secondary text. Also, collect Journals with their reflections. Start working on their projects!

Day 17 (Tuesday)

2 minutes: Daily attendance, housekeeping, Pass back Journals

10 minutes: Journal Writing Prompt: As of right now, what types of themes, or just similarities, do you notice between your secondary text and *Diary of a Wimpy Kid*?

40 minutes: Watch *Diary of a Wimpy Kid*. Students will take notes on a character that they would compare the soundtrack they will be making to.

Rest of class (about 3 minutes): Questions about the project. Readings, finish secondary reading. Yay!!

Day 18 (Wednesday)

2 minutes: Daily attendance, housekeeping.

13 minutes: Have students get into their project groups to share some of the songs they have found with each other and start putting things together.

15 minutes: Class discussion on their soundtracks. What is the character that they have chosen like? Which character from *Diary of a Wimpy Kid* could they compare it to and why?

20 minutes: Finish *Diary of a Wimpy Kid*. Keep taking notes on the character they can compare the soundtrack to.

Rest of class (about 5 minutes): Remind students that the soundtracks will be presented tomorrow and Friday!

Day 19 (Thursday)

2 minutes: Daily attendance, housekeeping.

5 minutes: Allow students to get into their groups to organize thoughts with their soundtracks. Pass out Group Evaluations for other to fill out during presentations. (Appendix J)

45 minutes: Allow students to volunteer to share their soundtracks. They will also share a little about the character they have chosen and also why they picked the song for them.

Rest of class (about 3 minutes): Collect other soundtracks that did not present yet.

Day 20 (Friday)

2 minutes: Daily attendance, housekeeping.

5 minutes: Allow students to get into their groups. Pass out Group Evaluations for groups to fill out about the presenters (Appendix J).

35 minutes: Allow students to volunteer to share their soundtracks. They will also share a little about the character they have chosen and also why they picked the song for them.

10 minutes: Discuss why these soundtracks are used. How can this compare to the soundtrack that you made earlier this semester? Why do you think it is important to realize

Rest of class (about 3 minutes): Discuss assignments for next week.

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Appendix

Appendix A

True Colors® Personality Typing Quiz

Discover your core personality!

- Circle the response that best describes how you feel about each of the following statements – a or b
- Respond to every statement - if you're unsure select the response which seems to be most appropriate
- Don't spend too much time on each one
- Your most immediate response is likely to be what's most true for you
- Be as honest as possible

Is this You?

- 1) I would be seen as being (a) logical or (b) emotional to people who know me
- 2) I prefer to (a) work alone or (b) be part of a team and talk things through
- 3) When making a decision I work on the basis of (a) rational analysis (b) often have a gut instinct that is usually right
- 4) I prefer gifts that are (a) intriguing and engage my thinking (b) are sentimental
- 5) It is better to (a) tell the truth, even if it hurts (b) it is best to be kind so either sugar coat the truth or don't speak at all
- 6) Are you (a) analysing this test or (b) going with your gut feelings?
- 7) I prefer to (a) know what's happening next in life or (b) find it's fun to take life as it comes
- 8) Would you tend to (a) break a rule if you needed to (b) always stick to the rules
- 9) I prefer (a) variety in my day to day routines (b) prefer a set routine
- 10) Do you enjoy (a) flirting, bantering and generally enjoy people around you (b) are respectful of others and wouldn't dream of being seen as inappropriate
- 11) Are you often (a) late (b) always on time – to be late is rude
- 12) Do you (a) easily get bored if there's not much action happening (b) more concerned that a job should be done and done properly before relaxing
- 13) Are decisions for you (a) carefully thought through, considering all options or (b) you like to get stuck into action pretty quickly

- 14) Are the people you best get on with (a) thinkers and independent people or (b) people who make you laugh and are fun
- 15) Do you value (a) your privacy or (b) enjoy making an impact and receiving attention
- 16) Do you learn most easily by (a) reading books and gleaning information or (b) actually doing something
- 17) In a relationship would you (a) question and think carefully about the other person (b) easily give your heart away
- 18) Do you prefer people to be (a) rational, precise and objective or (b) entertaining, flexible and energetic
- 19) Would you tend to (a) question authority or (b) assume authority is right
- 20) Do you look for (a) intelligence in a partner or (b) somebody practical and useful
- 21) In your work what is most important to be (a) mentally challenged or (b) have routines to follow
- 22) Do you enjoy (a) looking for creative solutions to problems or are you (b) a realistic decision maker
- 23) Once you have understood how something works do you prefer to (a) move on to understanding something else or (b) stick with what you know
- 24) Do you tend to (a) think about future possibilities (b) the immediate task
- 25) Would you say that you tend to be (a) inspirational or (b) entertaining
- 26) When friends are in need do you tend to (a) talk about their feelings or (b) do something with them to cheer them up
- 27) In a difficult situation are you (a) tolerant and understanding of the difficulties (b) quickly get fed up with waiting for things to be sorted and want to see action
- 28) Are you regarded as (a) a team player or (b) the star of the team
- 29) In a disagreement would your tendency be to (a) look for ways to be conciliatory and create harmony or (b) confront -you don't mince your words
- 30) Would your favourite choice of film be (a) a romantic story (b) an action movie
- 31) Are you more (a) people related or (b) task orientated

- 32) In a relationship would you look for (a) a soul mate or (b) a potential spouse
- 33) Is it more important for people to (a) be happy or (b) to follow the rules
- 34) Do you receive information best when it is personal, people orientated and feelings orientated
or (b) presented factually
- 35) Would you buy clothes because (a) they make you feel good or (b) for practical reasons
- 36) Do you tend to (a) give hugs or (b) or prefer physical contact in moderation

Work out your total

You are Green

You ticked 9 or more A's for Questions 1 - 6, 13 - 18, 19 - 24

You are Blue

You ticked 9 or more B's for Questions 1 - 6, 25 - 29
and
A's for Questions 30 - 36

You are Gold

You ticked 9 or more B's for questions 7- 12
and
B's for questions 19 -24, and 31 - 36

You are Orange

You ticked 9 or more A's for questions 7 – 12
and
B's for questions 13 - 18 and 24 - 30

What does it mean?

Everyone has elements of all four colours and how we interact with life will depend on the mix of colours we have. Each colour contributes to make up our individual personality. Our top and secondary colours provide us with insights into what motivates us to make the choices we do, what de-motivates us and how we relate to other people around us.

If you are Blue, you:

Need to feel unique and authentic; enthusiastic, sympathetic, personal
Look for meaning and significance in life; warm, communicative, compassionate
Need to contribute, encourage and care; idealistic, spiritual, sincere
Value integrity and unity in relationships; peaceful, flexible, imaginative
Are a natural romantic, a poet and a nurturer

AT WORK/SCHOOL with people, inspire, share, care. Co-operation is important to you.

WITH FRIENDS want perfect love, thoughtful, affectionate, good listener

WITH FAMILY happy, loving, sensitive to rejection and conflict. Love deep talking

If you are Green, you:

Seek knowledge and understanding; analytical, global, conceptual
Live life by own standard; cool, calm, collected

Need explanations and answers; inventive, logical, perfectionist
Value intelligence, insight, integrity and justice; abstract, hypothetical, investigative
Are a natural non-conformist, a visionary and a problem solver

AT WORK/SCHOOL love to work alone & achieve understanding, many interests

WITH FRIENDS seem reserved, uneasy with emotional displays, high integrity

WITH FAMILY loner, private time to think, bored by activities & rules that don't make sense. Love sharing ideas and interests

If you are Gold, you:

Follow the rules and respect authority; loyal, dependable, prepared

Strong sense of what is right and wrong in life; thorough, sensible, punctual

Need to be useful and belong; faithful, stable, organised

Value home, family and traditions; caring, concerned, concrete

Are a natural preserver, a good citizen and helpful

AT WORK/SCHOOL like routines, structure, one topic at a time, clear expectations

WITH FRIENDS like to plan ahead, careful with money, need reassurance

WITH FAMILY stability, security, traditions, like to spend holidays with family

If you are Orange, you:

Act on a moments notice; witty charming spontaneous, direct

Consider life as a game; here and now

Need fun, variety, stimulation and excitement; optimistic, eager, courageous

Value skill resourcefulness and freedom; physical, immediate, fraternal

Are a natural trouble-shooter, a performer and a competitor

AT WORK/SCHOOL-'hands-on', flexibility, variety, difficulty with structure, arts, sports

WITH FRIENDS bored by planning ahead, excited by new and different things

WITH FAMILY need space/freedom, desire fun, rules are hard. Enjoy each other

Appendix B

The Road Not Taken by Robert Frost

TWO roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth; 5

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same, 10

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back. 15

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference. 20

Appendix C

Socratic Circles

Name: _____

Date/ Period: _____

Outer Circle Feedback Form

OS Round ___ (write in the round you were in the outer circle)

1. Rate the inner circle's performance on the following criteria (circle the appropriate number): Remember that your goal is to provide constructive criticism, so be respectful.

Did the participants	Poor	Average	Excellent		
dig below the surface meaning?	1	2	3	4	5
Speak loudly and clearly?	1	2	3	4	5
Cite specific evidence for their statements?	1	2	3	4	5
Refer to the text to support their statements?	1	2	3	4	5
Listen to others respectfully?	1	2	3	4	5
Stay focused on the subject?	1	2	3	4	5
Talk to each other, not just to the leader?	1	2	3	4	5
Paraphrase the text accurately?	1	2	3	4	5
Use appropriate language, including AP terms?	1	2	3	4	5
Ask for help to clear up confusion?	1	2	3	4	5
Support each other?	1	2	3	4	5
Avoid hostile or personal exchanges?	1	2	3	4	5
Question others in a civil manner?	1	2	3	4	5
Seem prepared to discuss the text?	1	2	3	4	5
Clarify questions or statements as needed?	1	2	3	4	5

2. What was the most interesting question?

3. What was the most interesting idea or statement?

4. What was the best thing you observed?

Appendix D

Glee Episode Hairography

<http://www.hulu.com/watch/109904/glee-hairography>

My Life as Liz—Pilot episode

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

Ned's Declassified School Survival Guide--Popularity

http://www.sidereel.com/Ned%27s_Declassified_School_Survival_Guide/_season/3/_episode/3/_search

Angus, Thongs, and Full Frontal Snogging

<http://www.youtube.com/watch?v=ogBjxasdQR0&feature=related>

Appendix E

Link to LitTunes Lesson to “The Soundtrack of Your Life”--

http://corndancer.com/tunes/tunes_lp019/lp01_soundtrack.html

Appendix F

It's My Life by Bon Jovi

This ain't a song for the broken-hearted
No silent prayer for the faith-departed
I ain't gonna be just a face in the crowd
You're gonna hear my voice
When I shout it out loud

[Chorus:]

It's my life
It's now or never
I ain't gonna live forever
I just want to live while I'm alive
(It's my life)
My heart is like an open highway
Like Frankie said
I did it my way
I just wanna live while I'm alive
It's my life

This is for the ones who stood their ground
For Tommy and Gina who never backed down
Tomorrow's getting harder make no mistake
Luck ain't even lucky
Got to make your own breaks

[Chorus:]

It's my life
And it's now or never
I ain't gonna live forever
I just want to live while I'm alive
(It's my life)
My heart is like an open highway
Like Frankie said
I did it my way
I just want to live while I'm alive
'Cause it's my life

Better stand tall when they're calling you out
Don't bend, don't break, baby, don't back down

[Chorus:]

It's my life

And it's now or never

'Cause I ain't gonna live forever

I just want to live while I'm alive

(It's my life)

My heart is like an open highway

Like Frankie said

I did it my way

I just want to live while I'm alive

[Chorus:]

It's my life

And it's now or never

'Cause I ain't gonna live forever

I just want to live while I'm alive

(It's my life)

My heart is like an open highway

Like Frankie said

I did it my way

I just want to live while I'm alive

'Cause it's my life!

Appendix G

Literature Circles

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Planner

A literature circle is a group of students that are reading the same book.

When they meet, they discuss the parts of the book they have read and

plan for the next session. Often, Literature Circles are enhanced with extra

“assignments” – making time lines to help understand the book better, or

writing a chapter from a different character’s point of view, or researching a

historical element of the text, illustrating a scene*... or whatever the students feel would increase their appreciation of the book. They may

choose to do these assignments individually, in pairs, or as a whole group.

Use this form to help you plan your Literature Circle.

Literature Circle for the book

_____ by _____

Names of Literature Circle students:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

What are some assignments that will help you understand and appreciate what you read?

•

•

•

—
•

—
•

—
•

—
•

—
**suggestions for specific assignments can be found on abcteach.com*

Literature Circles

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Task List

Assign tasks to each student for the next meeting.

Task Name of student

Literature Circles

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Notes

Literature Circle Group

Date _____

As you read sections of this book, write down any vocabulary words you would like to understand better. Also, be sure to make notes about questions you would like to ask the group, and important points that you've noticed that you'd like to share with the group. Write the page number or key words to help you remember what inspired your thought.

Today's section: _____

Vocabulary words:

_____	_____
_____	_____
_____	_____

Questions:

Notes:

4. _____

5. _____

Vocabulary Enricher-Literature Circles

Name: _____ Book: _____
Date: _____ Assignment: _____

Vocabulary Enricher: Your job is to look for a few important words in your reading. If you find words that are puzzling or unfamiliar, mark them down on this page while you are reading. Later, you can look them up in a dictionary and write down their definitions. You may also find words in the reading that are significant to the story. Mark these words too, and be ready to point them out to the group. When your circle meets, help members find and discuss the words.

Words and Definitions, Page, and Paragraph Word Definition.

Discussion Director-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Discussion Director: Your job is to write a list of questions that your group might want to discuss about this part of the book. The best questions will come from your own thoughts, feelings, and ideas about this section of the book. You also need to write your own answers to these questions.

Questions:

1. _____

2. _____

3. _____

4. _____

5. _____

Sample Questions:

What was going through your mind when you read this?

How did you feel when...?

Can someone summarize this section?

Did anything surprise you about this section of the book?

Predict something about the next section of the book.

Illustrator-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Illustrator: Your job is to draw some kind of a picture related to what you read in your section. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something that you read, something that the reading reminded you about, or an element of the story (plot, character, setting).

Presentation Plan: When the Discussion Director invites you to participate, you may

show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess,

it is your turn to tell them what your picture means, where it came from, or what it represents to you. You may make your picture on this sheet, or on a separate page.

Literary Luminary-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Literary Luminary: Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text. You can read parts aloud yourself, or ask another group member to read them. Include your reasons for picking the paragraphs or sections you did. Please record the page number and paragraph.

Paragraph and reason for choosing:

1. _____

2. _____

3. _____

4. _____

5. _____

Travel Tracer-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Travel Tracer: In a book where characters move around a lot and the scenes change frequently, it is important for everyone in your group to know where things are happening and how the setting may have changed. Even if the scenery doesn't change much, the setting is still a very important part of the story. Your job is to track where the action takes place. Describe each setting in detail, either in words or with a picture map that you can show and discuss with your group. Be sure to give the page numbers.

Where the action begins:

Where the key events happened:

Where the events ended:

Appendix H

“True Colors” performed by the cast of Glee

You with the sad eye
Don't be discouraged
Oh I realise
It's hard to take courage
In a world full of people
You can lose sight of it all
And darkness still inside you
Make you feel so small

But I see your true colors
Shinin' through
I see your true colors
And that's why I love you
So don't be afraid to let them show
Your true colors
True colors are beautiful,
Like a rainbow.

Show me a smile then,
Don't be unhappy,
Can't remember when I last saw you laughing
If this world makes you crazy
And you've taken all you can bear
You call me up
Because you know I'll be there

And I see your true colors
Shining through
I see your true colors
And that's why I love you
So don't be afraid to let them show
Your true colors,
True colors, are beautiful,
Like a rainbow

Ah ah ah

Spoken: Can't remember when I last saw you laughing

If this world makes you crazy

You've taken all you can bear
You call me up (call me up)
Because you know I'll be there (know I'll be there)

And I'll see your true colors
Shining through (I see them shining through)
I see your true colors
And that's why I love you (that's why I love you)
So don't be afraid (afraid) to let them show
Your true colors, true colors
I see your true colors shining through (yeah)
I see your true colors
And that's why I love you
So don't be afraid (afraid) to let them show
Your true colors
True colors, true colors
True colors, are beautiful like a rainbow

More lyrics: http://www.lyricsmode.com/lyrics/g/glee_cast/#share

*Appendix I***Project Time!**

The Soundtrack of Your Life

Music has become an integral part of human existence. It motivates us, calms us, inspires us, at times irritates us, and basically becomes the backdrop against which we live our lives. Songs can bring vivid memories of persons, places, and events from our own past and serve to document our thoughts, feelings, and emotions at a given time or place.

Part II Assignment: Pick a character from your secondary text. You will create a soundtrack to their life. Pick songs that can relate to the events they went through in the novel and put them in chronological order. You can probably get inspirations from your own soundtrack or the movie *Diary of a Wimpy Kid*.

Song Title

Artist or Group

Track 1 _____

Track 2 _____

Track 3 _____

Track 4 _____

Track 5 _____

Track 6 _____

Track 7 _____

Track 8 _____

(extra) _____

(extra) _____

Part III Assignment: Students will now write a short response on why they chose each track for that character. They will also pick a character from Diary of a Wimpy Kid that can also relate to this soundtrack too.

Topic #1—Explanation of your character(One paragraph)

This paragraph is basically a brief autobiography:

- Who are they?
- Where are they from?
- Where are they now? Etc. etc.

Topic #2—Explanation of this soundtrack (One paragraph)

This paragraph outlines your rationale or purpose in creating this soundtrack:

- What is this album you have created?
- Why are you completing it? (because it is an assignment is NOT an answer!)
- What do you hope to get out of this project?
- What do you see yourself doing with this later in life?
- What goals did you have for creating it?

Topic #3—Explanation of each song on the soundtrack (One paragraph per song). This section is made up of many smaller paragraphs. Song by song be sure to explain:

- What is the name of the song and the artist?
- Why is each song important to for this character?
- How does each song connect to the character you have chosen from your secondary texts' life? How does it connect to a character from Diary of a Wimpy Kid?
- What does each song reveal about the kind of person they are and what they think is important in their life?

Topic #4—Final remarks and reflection on the soundtrack as a whole (One paragraph). This paragraph is your conclusion in which you should thank your reader for taking the time to listen to the soundtrack and offer any final reflections upon this project as a whole.

Part IV Assignment: Now that the writing portion of this assignment is complete (deep breath), it is time to present a very small section of the soundtrack to the class. This presentation requires that you read one of your eight tracks to the class. Also, make and explain a visual aide by creating a CD cover, concert poster or flyer, or other idea that somehow represents the soundtrack.

Appendix J

Name: _____

Date: _____

Project Title: _____

Teacher(s): Ms. Lopez

Soundtrack to their Lives

Process	Below Avg	Satisfactory	Excellent
Has clear vision of final product.	1, 2, 3	4, 5, 6	7, 8, 9
Properly organized to complete project.	1, 2, 3	4, 5, 6	7, 8, 9
Managed time wisely.	1, 2, 3	4, 5, 6	7, 8, 9
Acquired needed knowledge base.	1, 2, 3	4, 5, 6	7, 8, 9
Communicated efforts with teacher.	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg	Satisfactory	Excellent
Format	1, 2, 3	4, 5, 6	7, 8, 9
Mechanics of Speaking/ Writing	1, 2, 3	4, 5, 6	7, 8, 9
Organization and Structure	1, 2, 3	4, 5, 6	7, 8, 9
Creativity on Illustration	1, 2, 3	4, 5, 6	7, 8, 9
Demonstrates knowledge of characters	1, 2, 3	4, 5, 6	7, 8, 9
Defining similarities of character to their own lives	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____**Teacher(s) Comments:**

Appendix K

Group Evaluations

1. How did the songs chosen compare to the character chosen?

2. Did the group include a comparison to a character in Diary of a Wimpy Kid?
If so, who?

3. How did the image used represent the character in the soundtrack?

4. What do you think could have been improved? What did you like most about their presentation?