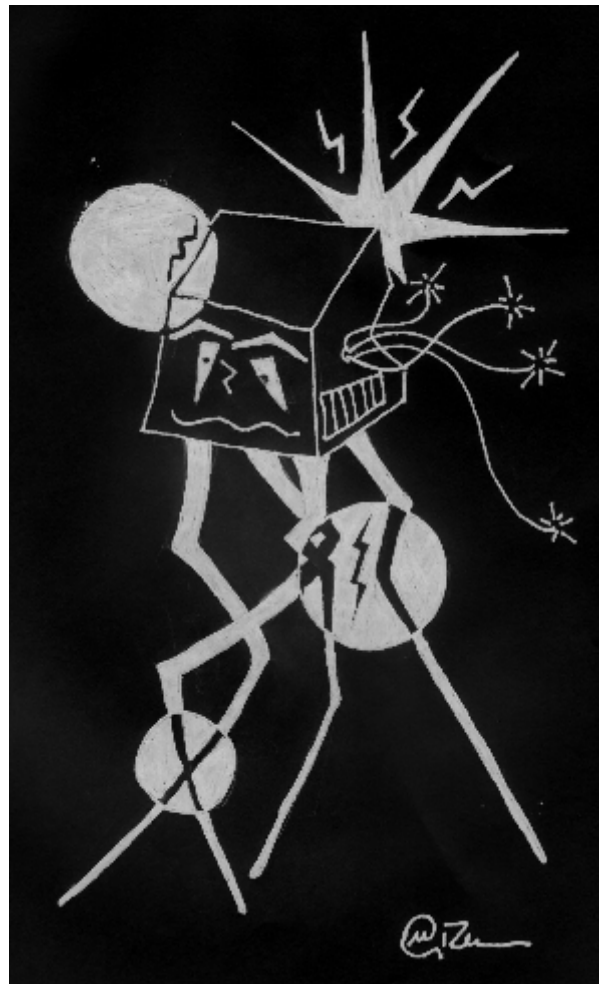


The Battle of You

Struggling against Social and Family Expectations and creating an Identity, as seen through Text and Street Art



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**Image on cover page created by Mark Robbins-Penniman (my own attempt at a graffiti image).*

RATIONALE

With young adults, there is a constant struggle with expectations. Often these expectations do not come from themselves but from outside forces like parents, teachers, and society. Teachers and parents can have expectations for young adults that are supportive, but can also have damaging effects on the student as well. For example, parents often push their children to get involved in certain careers, and teachers have been known to set their expectations of a student based on what they have heard about the student from other teachers. Concerning social expectations, society often expects kids of certain demographics and locales to have a common behavior or ability of achievement. Through expectations like these, it is hard for young adults to discern what they expect from themselves or even how they view themselves as an identity, and how they develop expectations for themselves.

I feel that dealing with these expectations and focusing on the students' identities is such a strong conceptual unit idea, especially because these themes are real to students. Because of these themes are connected to the students in a real sense, all the materials associated with the unit's themes have *meaning*. What is great is that this lesson has themes that lead the class down a path of self discovery, but still leaves the discovery up to the students. According to Deborah Appleman in *Adolescent Literacy*, "Constructing significance (meaning) . . . is a matter of creating and re-creating fresh and unrehearsed opportunities to make discoveries about texts, about language, about the world, and about themselves" (Meers, Probst, & Rief 2007). This unit looks to give the students the foundation and resources for so that students can construct significance without creating it for them. Concerning 'fresh and unrehearsed opportunities,' the

students will be participating in activities and reading texts that are very unique and contemporary, yet are connected to the themes and real life.

Where does street art come in? The element of street art will be used to make connection between the unit themes and the textual themes. Concerning this art form, many people make assumptions about street art; that it is an illegal created by young vandals as an offense to society. To tell the truth, this opinion only reflects a certain aspect of the street art community. Just to make it clear, I would never deny the truth that some street art is used to offend others or is used for the sake of vandalizing property. However, street art is a lot like writing in the sense that there are multiple inspirations for creating it. It is true that street art has been used negatively and illegally, but it has also been used for many positive and powerful reasons. It has been used for self expression, to express social concern, to create a statement, and to create an artistic identity. Specifically for this unit, we will be focusing on the symbolic power of street art and how it may reflect the unit themes of expectations and identity struggles. Ultimately, through street art, students will find out how and why artist express themselves this way, and how we can link street art to our belief system. Also, by having students create street art in this unit (which occurs towards the end of the semester) the students will be able to express their unique interpretation of the unit themes through the art they create.

The first book of this unit combines themes of struggling with identity and street art. The novel *Trash* by Sharron Darrow follows two siblings (Boy and Sissy) who never have had a solid home. They move between foster homes in Arkansas, and end up in St. Louis with their older sister and her husband. Within the city, they find an outlet for their artistic passion when they

start tagging buildings with two new found friends. However, an accident while tagging leaves Boy dead and Sissy feeling heavy remorse. She soon falls apart, until she starts using trash as sources for creative inspiration. This book does a great job of two things: explaining the reality of how difficult life can be for kids in the city, as well as kids without a secure home. The book also covers strong themes of loss, endurance, and artistic expression. Concerning street art, this book does a great job of focusing on a specific form of street art called “tagging” in which someone creates an artistic name for themselves that they embellish on various surfaces. What the book does so well is that it shows what kind of meaning tagging has for the characters. It serves as a form of identification that allows the characters to not be forgotten like they have by society and family.

The main text for this unit is *Monster* by Walter Dean Myers. This book is going to be trickier for students, as it forces them to make more inferences about characters and their environment. The book is about a young black man named Steve, who is in prison while undergoing trial. As he spends time in prison, he reflects on his life as it has led him to this point. He (like many of Walter Myers’ characters) is from Harlem, and the character deals with many pressures and obstacles of inner city life and the social expectations of a young black man from the inner city. The crime that Steve is tied to occurred in Harlem, and the other people affiliated with the crime are young adults like him. This book carries heavy themes of identity struggles and the effects of negative expectations on a young individual.

Overall, these texts and activities look to help students down the path of self discovery. While I do not expect sophomores to be able to evaluate and analyze all the pressures and facets of their

own identity in one unit, I do look for them to make noticeable changes from their pretest. What would be best is if the students started to make strong inquiries about the themes covered in this unit. I will be looking for the students to get involved and show improvement through their daily activities, their journals, and their presentations. Specifically, I want to see gains in the students' evaluation and analysis skills, as well as making gains in their textual connections. Again, there is no right answer at the end of this unit's path, but students must show that they are able to use these critical thinking skills effectively to develop their own opinions about the texts and themes covered.

UNIT GOALS

Students will . . .

- » Use texts and personal knowledge to create opinions on specific struggles young students have to face, including stereotypes, peer pressure, family expectations, issues with self respect, and issues with identity.
- » Connect the themes, symbolism, and meaning used in street art to the themes of the texts covered in class.
- » Evaluate how texts connect to themselves, to other texts, and to the social environment
- » Use analysis skills to interpret meaning from texts
- » Create their own street art to reflect their identity or beliefs
- » Recognize and evaluate the reasons for creating street art
- » Use texts as supportive evidence in their critical responses to the unit theme of ‘creating/finding an identity’
- » Use texts as supportive evidence in their critical responses to the unit theme of ‘dealing/struggling with expectations’
- » Use evaluation, and creation, to mold their responses in activities like journals, presentations, and unit assessments.

UNIT OBJECTIVES

- » Write in daily journals that deal with the unit themes, topics, texts, or materials in some way
- » Create and give an oral presentation on a street art image as it relates to an element of the texts read for this unit
- » Write an essay that explains the comparison made in the presentation
- » Create and give an oral presentation on a work of street art they have created reflects their perception on one of the unit themes
- » Write an essay that explains the content of the presentation of the image they created
- » If they do not participate in creating their own image, they should respond critically to essay questions dealing with unit themes and topics.

- » Discuss texts in class with peers
- » Complete in-class and after-class activities that require students to evaluate, analyze, and respond to texts
- » Create appropriate street art to be displayed in a public setting

UNIT STANDARDS

Reading Process

- » LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;
- » LA.910.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
- » LA.910.1.7.3: 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.910.1.7.4: The student will identify cause-and-effect relationships in text;
- » LA.910.1.7.7: The student will compare and contrast elements in multiple texts;
- » LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- » LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

Literary Analysis

- » LA.910.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- » LA.910.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;

- » LA.910.2.1.7: The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
- » LA.910.2.1.9: The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts;

Communication

- » LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
- » LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

GRADING BREAKDOWN FOR UNIT

Type of Activity	Points/Value
<p>Journals: Students will be participating in journals to begin most classes. These journals will be based on prompts given by the teacher. These prompts vary day to day, but will always lead to activities occurring later in class. These journals should be a completion grade</p>	<p>___/100</p>
<p>In Class Activity/Participation: Every class will have an in-class activity or a situation in which students can participate. If there is no written in-class activity to be turned in, then students need to be involved in the lesson (like participating in discussion or assisting to read in-class text). Most of the tasks are completion grades except for the quizzes, which need to be graded for correctness.</p>	<p>___/100</p>
<p>Presentation One: For this activity, students will need to find a street art image that they feel connects to one of the texts that have been read in the unit. Students need to turn in a paper and give a presentation for this assignment. For further details, look at the rubric and presentation guide in Appendix A.</p>	<p>___/225</p>
<p>After Class Tasks: These are tasks that students are asked to complete for homework. This mostly consists of completing assignments and creating double-entry journals. These should be graded based on completion.</p>	<p>___/50</p>
<p>Presentation Two/Alternative Assignment: In their second presentation, the students will create their own street art image, based on their interpretation of one of the unit themes. They must turn in an essay and give a presentation for this assignment. If students are not participating in the second presentation, they must complete the alternative assignment, which is to write two essays based on unit themes and the texts read. For the rubrics and the presentation guides for both of these assignments, look in Appendix A.</p>	<p>___/225</p>

UNIT RESOURCES/Materials

Texts:

For this unit, there are three texts to be used for instruction: *Monster*, *Trash*, and “Hollywood and the Pits” from *Big City Cool*. These three texts should serve as sources for discussion, evaluation, and analysis of the unit themes of expectations and identity. All of these texts are relatively short, and are all classified as young adult literature. They contain characters, situations, and themes that young adults can relate to. When using these texts in this unit, make sure that the students are tying the unit themes to the characters and situations that occur, as well as tying the unit themes to their own personal experiences. Doing this will allow them to use the texts and their own personal knowledge to form their own unique interpretation of the effect expectations have on individuals, what kind of expectations exist, and how people struggle with or create their own identity.

Media:

There are several uses of media for this unit. First off are the street art images that the teacher presents or students bring in to class on certain days. The images that are in the appendix are all from the internet, and have been cited in the bibliography. When students are finding their own images, the teacher should encourage them to go to safe sites like photobucket, flickr, and Google images.

Another media used for this unit is the documentary that the students will watch. The documentary focuses specifically on graffiti and the artists that create it. There are several documentaries on graffiti, and they all seem to appeal to different audiences. I recommend the

one I chose because it is relatively short and can be watched in two days. If there is time to watch a longer documentary that encompasses more aspects of graffiti culture, I would recommend doing so for the benefit of the students.

Guest Speakers:

There should be two guest speakers that come in on two different days. The first guest speaker should have extensive knowledge of art (specifically street art). Hopefully they should be able to reflect the art community's stance on street art as a mode of art. For this guest speaker, I would recommend finding someone from an art gallery, possibly someone that is involved in the art department at a local university, or possibly an actual street artist. The teacher needs to find someone to be a guest speaker so that the teacher and the guest speaker can meet before the day they present and go over the material that needs to be covered and how they will present said material. Trying to find someone at the last minute could and not getting them will ruin the lesson.

The other guest speaker should be someone who can actually show the students how to create street art images. He or she should show students different ways of creating street art, including spray cans, using stencils, etc. This guest could potentially be the same person as the person you used for the first guest speaker day, assuming they know about the street art culture and can apply the creation techniques. Hopefully the artist will show the students techniques that are fast and relatively easy to do. This is important, as the students only have three days to complete their wall painting.

The Wall:

At the end of the unit, the students will be creating the image they created for their second presentation on an actual wall. Before this unit starts, the teacher needs to make sure there is a wall that can be painted on. The wall needs to be in or extremely near the school, and needs to be approved by whoever owns the property. If there is a wall in the school that can be painted, the teacher should take it up with administration. If the wall is adjacent to the school, the teacher needs to talk to the property owner. If there is no wall that the students can create their street art on, the teacher should have the fallback of having students create their images on butcher paper (or some other form of large paper) and hanging it up somewhere in the classroom or school. If the teacher plans far ahead enough, they should be able to secure a spot for the students to create their street art.

Once the teacher has permission to use a wall, he/she needs to visit the area to determine how the wall will be used, and how the students will get to the location. The teacher should map out where specific students are going to create their work. The teacher needs to do this, because if the wall is not mapped out effectively, students might be too cramped to work in an area, they might fight or argue over a specific area, etc. If the process and location is mapped out effectively, the teacher should not have to face any of these issues.

Materials to Create Street Art

The other aspect the teacher needs to think about when planning the street art wall image is how they will get supplies for the students. It is recommended that the teacher try and get donations from local art supply areas or the art department. Also, the teacher might encourage students to

buy or bring their own supplies. The teacher could also ask to use the school budget to purchase the necessary supplies. In any case, the teacher needs to find out where these supplies are going to come from before the unit starts.

Volunteers:

Volunteers will be needed for the wall painting aspect of this lesson. There will be multiple students working at a single time, and it will be extremely difficult for one teacher to be able to assist all the students and make sure that they are following directions. Ideally, there would be another member of the faculty or staff to assist the students and ensure that they are staying on task. Also, it would be great if there were members from the art community there to help students complete their projects or give them help where it is needed. Without volunteers, it will be very difficult for the teacher to keep an eye on student behavior and progress, and it might result with the students not completing the wall on time.

UNIT OUTLINE

WEEK ONE

Day One: Unit Introduction

3 Minutes: The teacher should summarize or wrap any aspects of the previous lesson/unit before starting students on this unit

35 Minutes: Tell the students that they will be doing a quick write on several topics. The process for quick writes is that the students are given a writing prompt, and the teacher sets a time limit (four minutes for each prompt). The students should be encouraged to respond to the prompt in any appropriate form they want: writing, listing, drawing, etc. Once the timer goes off, the class discusses the responses the students got. You should encourage students to drive the conversation on these three prompts, and should bring up points the students might not have got to but can still expound on. The questions for the quick write should be:

- Are expectations a good or bad thing?
- What are some expectations students your age have to deal with
- What expectations do you have of yourself
- What does it mean to have an identity? What is your identity?
- Write about how you feel about graffiti/street art. What purpose does it have for the person who creates it? What effect does it have on society?

During the first prompt, the teacher should summarize on the board the responses the students have. Teacher should make sure students *explain* their reasons. If expectations are a good thing, students need to support this. For the second prompt, the teacher should write student responses on the board. If necessary, erase the notes from prompt one. The teacher should list the expectations that they come up with, and ask the students if they all deal with these expectations. For the third prompt, do not be surprised if students are less willing to share their answers, as it is somewhat personal. Still, the teacher should just discuss this prompt, but without writing on the board. For the prompt on identity, the teacher should make it clear that the students need to answer both elements. The teacher should write student responses on the board. For the last prompt about street art, the teacher should make it clear that students need to respond to all three parts of the prompt. When the discussion of this prompt occurs, the teacher should summarize the responses on the board. The teacher should discourage any kind of response the students give, unless it is inappropriate.

7 Minutes: The teacher should transition from the quick write into an introduction of the unit. The teacher can make this transition by saying that these topics will be recurring throughout the unit: expectations people have of you, what expectations you have of yourself, and evaluating what it means to have an identity.

End of Class: Students need to turn in their quick writes to the teacher. It is very important that the teacher collect these, as the pretests, the journals, and the end of the unit assessment will serve as artifacts that show growth.

Homework: There is no homework for this day.

Day Two: Pre-Reading for *Trash*

10 Minutes: For the first segment of class, the teacher will introduce and implement the daily journal activity that will be recurring throughout the entire unit. The teacher should implement the journal activity first, and then explain what place these journals will have in the unit. For this class, the journal will be the writing prompt:

What kind of person has to deal with the most challenging expectations?

Students should get four minutes to write a response, then a few minutes to discuss their responses. After the discussion, the teacher should tell the students that they will be writing journals throughout the next four weeks, but the topics will always be different. The teacher should make it aware to the students that they will always relate to the themes, questions, or materials of the unit. The teacher should also tell the students that they need to keep them organized, as they will serve as useful to their other unit work.

5 Minutes: The teacher should wrap up any questions/explanations on the journals, and move on to introducing the next aspect of the lesson, which is a pre-reading activity for the book *Trash* by Sharron Darrow. The teacher should tell the students that this is the book they will be reading, and show them a copy of the book. Then, the teacher will introduce the pre-reading activity, which is called a “Tea Party” (adapted from a pre-reading example in Kylene Beers’ book *When Kids Can’t Read*). For this activity, students will each receive a card that has a word or phrase on it (these words and phrases can be found in Appendix A). The teacher should tell the students that each of these words comes from the text they will be reading.

15 Minutes: After receiving the cards, the students walk around and discuss with other classmates what they had on their cards. This means talking about where their phrase takes place in the work, what kind of implications it might have on the book, etc. The teacher should make these discussion topics clear to the students so they can use them.

7 Minutes: Once the students have interacted with nearly everyone else in the classroom, the teacher should instruct them to get back in their seats, and then get into groups of five with the classmates closest to them. After all the conversing they just had, they should use their predictions to create a 3-4 sentence paragraph on what they think the book is about.

8 Minutes: Once students have had time to create their responses, the teacher should ask each student to present their prediction about the book. These should not just be presentations, but forums for discussion. Students should be welcomed to react to other groups’ predictions.

End of Class: The group should put their names on their prediction sheets and turn them in at the end of class, along with their journals. Also, the teacher needs to hand out a permission form that allows students to participate in the graffiti activities and watch the graffiti documentary (See Appendix A for permission form).

Homework: No homework necessary.

Day Three: KWL Chart and Double Entry Journal

7 Minutes: The teacher should start the class off with a journal. For this journal, students will create a KWL chart on street art. The teacher needs to explain what each element of the KWL chart stands for, and should have the definitions written on the board before the students even come through the door. It should be made clear that the K stands for what they already know or think about the topic, the W stands for what they want to know about the topic, and L stand for what they learned about the topic (they will not answer the L until the end of the unit). Students should fill out their responses to the K and W, and then discuss them in class.

8 Minutes: Once the students are done with journal #2, the teacher should introduce the on-going activity for this book, which is a double-entry journal. The first thing the teacher should do is explain the purpose of having a double entry journal, which is to document personal reactions to the text. The teacher should pass out the copy of the double-entry journal sheet (see Appendix A), which has the directions and examples for creating a double entry journal. Students will be instructed to use the double entry journal as the class reads the book. To model the double entry journal and give students a chance to work on their own, the class will be completing the journals during today's reading.

5 Minutes:, the teacher should hand out copies of the book *Trash*. The teacher needs to make it clear to the students that they are responsible for these texts, as the books are their copies to take home and to class. Once the teacher has introduced the text, the teacher should remind the students of the predictions they made the day before.

15-20 Minutes: The teacher should read the book aloud, remembering to model the double entry on the board. The class should be able to get to page forty, as the text in *Trash* is in verse form and does not take up much of the page. However, because the book is in verse form, students might have difficulty reading the way the text is laid out. The teacher should discuss the text's form during the first few pages of the book, and assure the students that it still reads like a book.

After the teacher has read for the first few pages, he/she should call on students to read. As other students are reading, the teacher should go around and see if students are completing the double entry correctly.

5-10 Minutes: The teacher should cut the reading off so that there are five minutes left to discuss some of the entries students put in their journals. As this is the first day they have tried this kind of journal writing, the teacher should not be surprised if students only have one or two

entries. Still, encouraging the responses they have should build the students' confidence in what they have achieved so far.

End of Class: The students need to turn in their second journals at the end of class.

Homework: Not necessary for today, but the teacher should make it aware that the students will be reading *Trash* and adding entries into their journals for future homework assignments

Day Four: Double-Entry Journal for *Trash*

7 Minutes: To begin the class, the students will be completing their third journal of the unit. In this journal, students will be responding to a street art image presented to the class. This image will be a form of tagging, similar to the type of graffiti the main characters use later in the book (image can be found in Appendix A). Specifically, the students should be asked to describe if this was art or destruction of property. Obviously, there is no right answer, but the students need to support their conclusion. Responses should be discussed in class.

8 Minutes: After students have completed the journals, the teacher and students should have a discussion on what we have gotten from the book so far. This includes what characters we have found, what events have happened so far, and predictions we can make about what will happen. This would be a good time to bring up the predictions the students made during the tea party.

20 Minutes: Once the book has been reviewed up to where we left off, the teacher should tell the students to get ready to write in their double-entry journals. The teacher needs to make it clear that this day will be the last time the book will be read in class, and after that the students will be reading and making their double entry journals as homework. The teacher should start the reading again, then let students take over. The class should be able to reach page 80 in *Trash*. The teacher should stop the reading at crucial moments of the book, and for students to make evaluations/predictions about the characters.

5 Minutes: Again, the teacher should cut the reading off with so that the students can discuss the responses that they wrote in their double-entry journals. As they are more comfortable with this process, the students should be developing clearer and more entries for their journal.

5 Minutes: Before the class gets let out, the teacher should explain what else the students need to bring for the next class, which an image they either found or created that they feel reflects one of the characters or themes covered in the book *Trash* (does not need to be street art). Students only need to bring or create an image they find, and will write about it in class the next day. At this point, the teacher should tell students safe places to look for images, like photobucket, flickr, and google images.

For students who cannot print their image out, the teacher should recommend that the student print it out at school or email the image to the teacher so that it can be put on the projector. The teacher should remind students that their image needs to be appropriate. This means they cannot bring in an image that is offensive or violates any school policies.

End of Class: Students need to turn in their third journal

Homework: Students need to read from page 81-110, and make at least three entries in their double journal. The teacher needs to make it clear that he/she will be checking the double entry journals at the beginning of class. The students also need to bring/email their image to class.

Day Five: Bring in an Image

5 Minutes: The teacher should tell students to get out their double entry journals and give participation checks to all the students that made at least three entries. Students who completed less than three entries should get half credit. The teacher also needs to check and see if the students brought their images for class.

10 Minutes: After checking to see if students completed their double entries, the teacher should give a quiz based on the material read so far. This quiz will not just be just identification and recall questions, but high order analysis and evaluation questions. The quiz can be found in Appendix A.

5 Minutes: Once all the students have turned in their quizzes, the teacher should go over the questions asked. This includes both the lower and higher order questions. For the higher order questions, the teacher should encourage discussion on the responses the students came up with.

15 Minutes: The teacher should wrap up the quiz discussion and move on to the journal the students will be writing based on the image they brought to class. For those students who did not bring an image to class, the teacher should group them together with students who did bring an image. In this journal, the students should write about why they chose this image of street art to represent an element of the text.

5 Minutes: Once students have completed their responses, the teacher should get the students in groups and have them discuss their responses together. Students need to focus on reflecting their own response and try to see why other students chose their response the way they did.

7 Minutes: After letting the students talk in groups, the teacher should make the discussion a whole class ordeal. For students who brought their images, the teacher should tape them onto the whiteboard for everyone to see. If students covered the same character or event, the teacher should group their images on the board.

3 Minutes: In the last segment of class, the teacher should cover some of the topics that will be covered in the next week of the unit. This includes watching a documentary on graffiti/street artists and why they create their art. Also, students will be completing a double-entry journal while watching the movie so they can record their thoughts.

End of Class: Students need to turn in their journal responses.

Homework: Students need to finish the rest of *Trash* (pages 111-148), and write at least five responses in their double-entry journal. Students need to bring their double-entry journals to class on Monday. Also, students need to bring permission forms in on Monday so they can watch the movie Tuesday and Wednesday.

WEEK TWO

Day One: Book Review

10 Minutes: Teacher should pass back the graffiti KWL charts, and let them look at what they wrote. However, instead of writing in the “L” section (that will occur later on throughout the unit) the teacher should ask the students to describe how the graffiti in *Trash* might have changed their view. Students should write their responses and then share them with the class.

20 Minutes: Once the students are done with the journal, the teacher should go into an overview of the book. Specifically, the students and the teacher need to have a class discussion on how the book hit on the points like social expectations, self expectations, and the purpose of street art. The teacher needs to pose questions like:

- What were the expectations Sissy Lexie had to fight?
- How are the struggles the characters face in this book similar to the struggles we talked about on the first day of class?
- How did Sissy’s expectations of herself change at the end of the movie?
- What purpose did graffiti serve for the characters that created it?

5 Minutes: After discussing these talking points, the teacher should ask the class to get out their double-entry journals. After checking to make sure that they have completed their double-entry journals, the teacher will ask the students to get in groups and discuss what their responses were. This includes talking about similar points, as well as discussing the viewpoints they took on key areas.

8 Minutes: Once the students have been talking in groups for awhile, the teacher will ask one member from each group to present three entries from group members that they found interesting or agreed upon. For each group, the class will have a discussion about the points they made.

2 Minutes: Use last minutes of class to discuss what will be happening over the next two days, which is that they will be watching a documentary about graffiti. It is important that the teacher describe the purpose of watching this movie, which is to identify, understand, and evaluate the artists’ purpose for creating graffiti.

Day Two: Watching a Documentary

8 Minutes: To start the lesson, the teacher should have a journal activity ready for the students. For this journal, the class will be given an image of graffiti that has a social message. The students will be asked to write about what they think that social message is (For this image, check Appendix A). Once the students have created their responses, the teacher should lead the discussion about the journal prompt. Also, the teacher should give some background

information on the artist (Shephard Fairey), and what work he has been popular for. This would be a good time to show the “Hope” image he created during the Obama presidential election.

5 Minutes: Introduce the movie “Graffiti Verite: Read the Writing on the Wall,” and what the students will be doing as they watch the movie. The activity they will be doing is similar to the double journal, and they should use their example double-entry sheet as a reference sheet. Specifically, they will watch the movie and briefly write down points that they have a personal response for.

27 Minutes: Watch the movie in class, using what ever DVD player is available in the classroom. The teacher should stop the movie at pivotal points to talk about specific points. The teacher especially needs to talk about the reasons for creating graffiti, what kind of people are creating graffiti and the impact the graffiti has on society. These talking points are crucial, and the teacher should try and get as much class interaction about the subject as possible. Hopefully, the class will be able to get through 20 minutes today and finish up the rest of the 25 minutes the next day (the documentary is only 45 minutes long).

5 Minutes: To quickly wrap up the lesson, the teacher should connect the points made about identity in the documentary to the class’ ongoing discussion of the creation of identity.

End of Class: Students need to turn in their journal.

Homework: There is no homework for this day.

Day Three: Finishing the Documentary

8 Minutes: To start the class off, the teacher should introduce their next journal, which is tied to the journal from the previous day. This work will also be a social statement, and the students should write a response on what kind of message they feel it is sending (for the image, look in Appendix A). Once the students have created a response, the students and teacher should discuss some of the ideas they came up with. The teacher should also talk a little about the artist (Banksy) and what impact he has had on society.

5 Minutes: The teacher should transition from the journal to the video “Graffiti Verite: Read the Writing on the Wall.” Before starting the video, the teacher should have the students summarize the points or events that have happened so far. Before starting the video, the teacher should make sure all the students have their double-entry charts ready so they can take notes on the video. The teacher should remind them that they need a total of six entries by the end of the movie.

30 Minutes: The students and the teacher should finish watching the video. The teacher needs to remember to stop the video after watching key points of the movie and discuss them with the class. The teacher should really focus on the drive the artists have for creating the graffiti art and

the impact it has on society (in this case, Los Angeles), as well as how graffiti has helped them create their own identity.

5 Minutes: Once the movie is over, the teacher and the class should make some summarizing points on what happened in this documentary. After this is done, the teacher should tell them about what their journal will be tomorrow, as it is more extensive than usual. Specifically, the students will be asked to answer two of the three questions:

- Look at the KWL chart you did on graffiti. Write about anything you learned about graffiti in the documentary that might have changed your opinion. Did this documentary answer any of the questions you had about graffiti?
- What do you think the social expectations are for graffiti artists like these, and how are they perceived? Are they positive or negative expectations?
- Many of the artists explained that creating this art was a way to express them to society. How do you express yourself to friends and society?

End of Class: Students need to turn their journals in at the end of class

Homework: For homework, the students need to think about how they will answer these questions. Also, their entries for the movies are due tomorrow.

Day Four: Documentary Reflection and Pre-reading for *Monster*

12 Minutes: Once class has started, the teacher should have the students write their responses on the journal questions that were provided the day before. The teacher should make sure to write them up on the board:

- Look at the KWL chart you did on graffiti. Write about anything you learned about graffiti in the documentary that might have changed your opinion. Did this documentary answer any of the questions you had about graffiti?
- What do you think the social expectations are for graffiti artists like these, and how are they perceived? Are they positive or negative expectations?
- Many of the artists explained that creating this art was a way to express them to society. How do you express yourself to friends and society?

The teacher needs to remind the student that they only need to respond to two of the three questions. The teacher should treat this like the quick write, in that the students should get a limited time to write their two responses. It is recommended that the teacher give the students five minutes to respond to each question.

8 Minutes: After the students are done writing their responses or time is up, the teacher should have a discussion for each question. This discussion is pivotal, because it will show the teacher if the students are making the connections between the graffiti and the unit themes. The teacher needs to encourage all students to get involved in the discussion, not just the students who created responses.

7 Minutes: Once the discussion over the journal is done, the teacher should move on to the next task, which is a pre-reading activity for the book *Monster*. This pre-reading activity is based on another pre-reading strategy from Kylee Beers' book *When Students Can't Read*. For this activity, students will be responding in absolutes, basically a "True-False" activity. However, the statements or questions being asked should be difficult to take a side on.

To begin the activity, the teacher should pass out the activity sheet that they need to respond to (See Appendix A). Once the sheets have been passed out and the directions have been read, the students should be given five minutes to develop their responses.

10 Minutes: Once students have filled these out, the teacher should tell the students to get in groups of 4-5 and discuss the responses they came up with. It is important that students explain *why* they chose the answer they did. The teacher should recommend that the students especially focus on answers that they disagreed on. The teacher should also make it aware to the students that each group will need to present one answer a group member gave for each question, and the explanation behind their response.

6 Minutes: Once the students have been given ample time to discuss with their group, the teacher should ask each group to present one answer a group member gave for each question. Because there is a limited amount of time left in class, the teacher should only have the students present their material and not encourage too much discussion, as some groups might not get to respond.

2 Minutes: Once all the groups have presented, the teacher should get out the copy of *Monster* and show it to the class. The teacher should read the back cover to the students, and then tell them that this will be the book they will read for the next few weeks.

End of Class: Students need to turn in their journals.

Homework: There is no homework for students to complete.

Day Five: *Monster* Reading

5 Minutes: To start the class off, the teacher should have the students respond to a journal prompt. For today, the students will be responding to the question "What qualifies a human to be labeled a 'monster'?" Students should get several minutes to answer this question, and then have a discussion on what answers they came up with.

15 Minutes: Once the students have had a discussion about the journal, the teacher should move on to the "movie terminology" and "Courtroom" activity sheet, as well as the students' copies of *Monster* (see Appendix A for this activity sheet). Right off the bat, the teacher needs to explain why they are doing this. For the movie terminology aspect of the activity, it is important because much of the book *Monster* is in movie script form and uses these terms frequently. The

courtroom aspect of the reference sheet is there so that students know what roles the characters have.

15 Minutes: The teacher should start the book, making sure to explain the roles of the characters, the setting, and the shots that are being talked about in class

5 Minutes: The teacher should break off the reading with a few minutes to spare so the class can have about what has happened so far. After having a brief discussion summarizing the events that have happened so far, the teacher should get the students into groups of five and have them make a prediction. The students need to predict if Steve is guilty or not guilty. The teacher should give the students several minutes to converse, and then have them write their responses on a sheet, along with the members of their group. Once they are all collected, the teacher should read the predictions without giving the names of group members.

5 Minutes: After reading their predictions, the teacher should explain the homework. For homework, the students need to read up to page 58 in *Monster*. They also need to find or create an image they feel reflects the identity, situation, or conflict of one of the characters. This does not have to be a street image, but it does need to be appropriate. The teacher should show them an example of an image he/she chose to represent Steve, and briefly explain why (see Appendix A for this example). Also inform the students that they will have a brief quiz on the courtroom and movie terms they learned about in class. Tell students to use their reference sheets as a study guide.

End of Class: Students need to turn in their journals at the end of class.

Homework: Read up to page 58 in *Monster* and find an image that reflects the identity, situation, or conflict of one of the characters.

WEEK THREE

Day One: Talking About the Downside and Responsibilities of Graffiti

13 Minutes: To begin the class, the teacher check to see if the students found an image that they felt reflected the identity of one of the characters. Give students a participation check if they completed the assignment. Then have students write about why they chose the image they did. Once the students have written their responses, have some of the students present the images. If they have physical copies of their image, the teacher should find a place to hang them in the room and refer to them as the day goes on. Specifically, the teacher should group the pictures together based on what character they were meant for.

13 Minutes: After students have talked about the journal, the teacher should introduce the topic of graffiti and street art legality, as well as the bad side of graffiti. To start off, the teacher should ask the students why graffiti can be bad. The teacher should include topics like its legality, the bad reasons for using graffiti like making gang signs, defacing private property, and having negative or offensive messages. As the class hits on each one, they need to have a real conversation about why these elements of graffiti are bad. The teacher should explain (but not use pictures of) the offensive graffiti/street art material that will not be permissible in class.

10 Minutes: After completing this discussion, the teacher should clear off the board and start a new topic: how can we talk about and use street art responsibly in this classroom. This should include NOT talk about, creating, or bringing offensive graffiti images to class, not promoting the illegal creation of graffiti on private property, making sure that the art created, brought in, or used in the classroom directly relates to the unit themes, and talking about, creating, and using street art as an academic subject that requires students to be professional.

5 Minutes: To conclude the lesson, the teacher should make it clear that offensive or illegal graffiti will not be created, used, or talked about in the classroom. If this happens, the teacher should explain the consequences, which could be anything from school-mandated reprimands to the students not being able to participate in this unit. The teacher should make it clear that this unit is not promoting the illegal or offensive creation of street art, and therefore these elements of street art should not be used, created, or talked about in the classroom. The teacher needs to make this clear, as the students might easily misconstrue this unit as a promotion for offensive and illegal vandalizing of property.

4 Minutes: Once the class has covered the previous topics, the teacher should talk about what will happen tomorrow with the talk show activity. The teacher should do this so that the students know why they are creating their three questions for homework. After doing this, the teacher should split the students into groups. Each group will be given a character to focus their questions on (Steve, O'Brien, Petrocelli, Briggs). The teacher should also make it aware that one student from each group will be portraying the character.

End of Class: Students will turn in their journal

Homework: Students should read to page 114 in *Monster*. Also, the students should write three questions for the character they were assigned to, trying to keep the questions open for evaluation. The students should also try and relate the questions to our unit themes of expectations and identity.

Day Two: Introducing the Presentations

10 Minutes: To start the class off, the teacher should have the students create a journal response. For this journal, the students should create a response to a street art image created by Keith Haring (image can be found in Appendix A). Students will be shown the image, and will be asked to tie the image to text we have read or are reading. Once the class has talked about how they responded, the teacher should introduce the artist and give background on why he created graffiti.

15 Minutes: Once the class has talked about the journal, the teacher should introduce the two main presentations that will be the main assessments during this unit. The first presentation the teacher should cover is the graffiti culture project, in which the students choose a work of street art and tie it to one of the texts for this unit. The second presentation is all about the students creating their own graffiti, using one of the unit themes as an inspiration for their work, whether it is about expectations or creating an identity.

At this time, the teacher should make it aware that there is an alternative to the second presentation, if students do not feel like creating their own graffiti. The second option is to write a response to two of these three options.

- After reading the three texts from this unit, write about the positive and negative aspects of expectations. Use the three texts we read for this unit as evidence
- What kind of impact do you think street art has on society, the individuals who create it, and the individuals who see it? Use texts and student presentations for evidence.
- Describe the importance of finding and having an identity. Think about the young adults and the ways in which they constructed their own identity.

The teacher should make sure each student gets an explanation sheet for each presentation and a rubric of how their presentations/essays will be scored (for all of explanation and rubric sheets, see Appendix A). Once the students have seen the presentations and know about the second option for presentation #2, the teacher should pass out presentation schedule and get students to choose a day to present for each one. The teacher should also say at this time how the students will spend their time if they want to do the alternate option for their second presentation. They will have to complete one essay due the Monday of Week Five and another essay during the week that everyone will be creating their graffiti on a wall. The students have until Wednesday to choose their slot.

7 Minutes: Once the presentations have been explained, the teacher will move on to the talk show activity that the class talked about the day before. To start off, the teacher should get the students in to their character groups. Once the students are in their groups, they should be given

some time to look over the questions they had and choose the best ones and choose who will be enacting their character.

10 Minutes: The teacher should have the students get into two groups, characters and reporters. What would work great is if the classroom is set up like a panel, where the four characters are up at the front and they face the reporters. Each character should be asked the same amount of questions. Through the questions and responses, the class should be focused on what they feel the characters' responses to our unit themes.

3 Minutes: The students bring the talk show to a close, and then discuss some of the responses that were given. If the teacher wants to keep the recap organized, they can write the students' responses on the whiteboard.

End of Class: Students need to turn in their journal.

Homework: Students need to read from page 115-160

Day Three: Literature Circle

10 Minutes: To start off the class, the students will be doing a journal concerning the struggles of Steve. Specifically, the teacher should ask 'What social expectations does Steve have to struggle against?' The students should be allowed to list if they would like. Once students have been given ample time to write responses down, the teacher should ask students to discuss their responses. This is a pivotal part of this book, so the teacher should make sure this discussion goes well.

7 Minutes: Once the students have completed their journal, the teacher should move on to the main activity of the day, which is the literature circle. The teacher should pass out the activity sheets (See Appendix A) for the literature circle activity, and then briefly go over the literature circle process and the roles the students will be filling. The teacher should tell the students to focus their responses and work to the reading from the night before (pages 115-160).

15 Minutes: After the students have listened to the directions, they should get in groups of 6. It is necessary that every literature circle role is covered. Each student in a group should have a different role. Students should quickly take on their roles and start working.

7 Minutes: Once the students have been given time to work in their groups, the teacher will ask the discussion director to summarize and present their findings. This includes focusing on each group member's final product.

3 Minutes: After all student groups have presented, the teacher should close this part of the lesson and introduce what will be happening on Friday. This is important, as there will be an artist visiting the class to discuss graffiti/street art. The teacher should remind students how they should behave, and should think of any questions they want to ask.

End of Class: Students need to turn in journal

Homework: Read pages 161-200, and complete a double entry journal with at least three entries.

Day Four: Double-Entry Journals and *Monster* reading

15 Minutes: To start the class off, the teacher should have the students complete a journal entry. This journal should ask the students what they think they will be doing their presentations on. This includes both presentations and the alternative essays. While they might not have even started thinking about the presentations, this should get them started. The teacher should spend extra time on letting them write and discuss their responses, because (hopefully) it will give them a strong foundation for starting their presentations. While students are writing their responses, the teacher should go around and check to see if students completed their double-entry journals.

15 Minutes: After the students have completed the journal, the class should have a brief discussion on the double-entry journals they completed. To do this, the teacher should let the students get in groups and discuss their responses. Teacher should also tell them to choose two or three responses that they thought were especially intriguing. After the groups have talked for awhile, the teacher should ask each group to present their two or three entries they thought were intriguing, and have the class discuss those entries.

12 Minutes: Once the students have discussed their responses, the teacher should do an in-class reading of the book *Monster* where students were to leave off for homework. As the teacher reads, the students should listen and take any notes they want about the text. The teacher should do this reading so that the class can finish the book quicker and move on to different unit activities. Also, listening and reading the text should help the students with comprehension.

3 Minutes: At the end of the reading, the teacher and students should summarize the events that happened in the in-class reading. Also, the teacher should remind the students that the guest speaker will be coming in tomorrow.

End of Class: Students should hand in their journals

Homework: Students should read up to page 250

Day Five: Visiting Artist

5 Minutes: To start the class off, the teacher will have asked the guest artist to bring in a street art image. This will serve as a good opener for the artist to use for their presentation. The teacher should still give the instructions for the journal, including giving the students direction for their response. For this image, students can either describe what they feel the author is saying in this message or they can tie it to the unit themes. The teacher should make sure the

artist sends an image of the street art to the teacher so they can approve it and have it ready to present to the class.

35 Minutes: Once the journals are done and have been discussed by the class, the teacher introduces artist to the students. The class should respectfully watch and participate in the presentation on street art/graffiti given by the artist. The teacher should have asked the artist to prepare about 25 minutes of presentation material, including an activity for the students to do. For full explanation of the artist's purpose in this lesson, check the "resources" part of the unit plan. Once the guest speaker is done giving their presentation, the class should thank him or her and ask the questions they might have prepared. After the questions are done, the class thanks the presenter once more.

5 Minutes: The presenter will leave the room for the rest of the class (obviously they will come back for another period to present, if that period is part of the same unit). The teacher and the students should have a brief discussion on what occurred during the presentation, and how it addressed our unit themes and knowledge on street art.

End of Class: At the end of class, students should turn in their journal

Homework: For homework, the students should finish *Monster*. They also need to write a page summary of what happened in the presentation, and describe what they learned from the presentation.

WEEK FOUR

Day One: Wrapping up *Monster*

10 Minutes: The class should start off with a journal. This week's journals will be centered on social identities and activism through graffiti, and the teacher should make the students aware of this. That way, students will know what to expect for the following week. For today, the students will write a response to a graffiti image that came from the Berlin Wall (See Appendix A). Specifically, the students will be interpreting what kind of social message the artist was trying to send. When students are working, the teacher should go around and ask students to give in their presentation responses. Once students have been given enough time to respond, the class will discuss the responses.

17 Minutes: Once the journal has been completed and discussed, the teacher should move on to the next task, which is a student response to *Monster*. The students should have finished the book over the weekend, and the response questions should cover the whole book. For a copy of the response questions, look in Appendix A. Students should be given ample time to work on their response.

15 Minutes: Once students have written their responses, the class should spend some time discussing the responses. This conversation is extremely important, as it is a summary of the text and the connections we have made between the text and the unit themes. The teacher should make sure that students touch on all aspects of the response questions. As the students talk about their responses in class, the teacher should pay attention to the discussion and make sure the students really address the issues.

3 Minutes: Once the class has discussed their responses, the teacher should tell the students what will be happening tomorrow. The students need to know about the person coming in tomorrow, and what their purpose is. It should be made clear that this presenter will be showing the class how to create different forms of graffiti/street art.

End of Class: Students should turn in their journals, as well as their *Monster* responses.

Homework: There is no homework due for class tomorrow, unless students wanted to take their responses home and revise or finish them (if necessary).

Day Two: Visiting Artist

10 Minutes: To start the class off, the students should complete another social identity/statement journal. For this journal, the students will write about a social topic that they have a strong opinion on. To make this easier, the students will have a list given by the teacher of social topics they can write about. Students can write about environmental concerns, their own student rights in school, violence, and injustice. Of course, the students can write about anything, as long as it

is appropriate. The teacher should make sure that students know that this is the case. Once students have created their responses, the class will discuss the responses.

30 Minutes: After students have discussed the journal responses, the teacher should introduce the guest artist who has come for today. The teacher and the guest artist should have agreed beforehand what kind of presentation this will be. Today, the students will be learning some basics on creating their own graffiti. The guest speaker should be doing hands-on activities, and the students should be finding out ways to create their own graffiti. When the presentation is over, the students should have several drawings, each one representing a different ways to create graffiti.

5 Minutes: Once the presentation is over, the students should talk about the works they created, and which one they enjoyed creating the most. The teacher should tell the students to remember these methods for creating graffiti, so they can use one of them for their final presentations.

End of Class: Students should turn in their journals.

Homework: For homework, the students need to have a printed image of what they are doing for their first presentation, and also have a brief summary of what they will be writing about.

Day Three: Starting “Hollywood and the Pits”

10 Minutes: To begin the class, the students will be completing a journal for a mural image that covers environmental change (See Appendix A). For this journal, students should respond by writing what they think the message of the work is. Once the students write their responses, the class should go over what their opinions were.

10 Minutes: Once the students have completed their journal, the teacher should move on to the pre-reading activity for the story “Hollywood and the Pits” from the short story collection *Big City Cool*. For the pre-reading activity, the teacher should ask the students specifically about the expectations their parents have for them. The teacher should include some areas in which they could respond, including parent expectations for their grades, for the college they go to, for the career they choose, how they should feel about social issues, and even who they date. Students should think about these, and then write their responses.

8 Minutes: Once the students have had time to write a response, the teacher should have the students give some of the answers they wrote down. The teacher should just use this as discussion. If the teacher does not think students are comfortable enough to share personal responses, he/she could change the pre-reading activity so that students just give universal expectations parents have for students.

12 Minutes: Once the class has completed the pre-reading activity, the class should start reading the short story in class. The story should be read out loud, and while the students complete a double entry journal where they focus on parental expectations and self expectations. The teacher should do most of the reading, so that students have time to write down their responses.

5 Minutes: To wrap up the lesson, the teacher should ask the students to reflect on what has been read so far, and what they put in their double-entry journals. Again, the students should focus on the expectation aspects of this story.

End of Class: Students should turn in their journals and their double-entry journals.

Homework: Students should finish the story for tomorrow.

Day Four: MINE Chart

15 Minutes: To start the class off, the students should complete a journal entry. For this journal, the students should create a graffiti sketch based on parental expectations covered in class. Students will be given ample time to complete this task. Once the students are done, the class can share what sort of sketches they came up with. The teacher should make sure to tie this activity to the drawings they need to come up with for their final presentation. This would also be a good time to tell students they need to have the sketch for their second presentation due on Monday.

5 Minutes: Once the journal is done, the teacher should move on to the main activity for the lesson, which is the MINE chart. This activity has been adapted from the book *Teaching reading to English Language Learners: Differentiated literacies*, and will be correlated with the short story “Hollywood and the Pits.” The teacher should tell the students to get into groups of four or five, and then give the directions. Students will be making connections between the text and themselves, the text and another text, and the text to the world. The students should complete this using the chart, which can be found in Appendix A.

10 Minutes: After the teacher has split the students up into their groups and explained the directions, the student should start discussing and filling out their charts. Students should be able to make several points for each of the three elements of the chart.

10 Minutes: Once the student groups have had time to complete their charts, the groups should choose someone from their group to summarize their chart to the class. After each group has presented, the class should stop and discuss the findings that group came up with.

5 Minutes: After discussing the MINE charts, the class should discuss the presentations that start tomorrow. The teacher should remind the class which students are presenting tomorrow, and telling the students who are not presenting what they should be doing (the participation activity where they have to write two things they found good or interesting about each students’ presentation).

Day Five: Presentation Day

8 Minutes: To start the class off, the teacher should introduce another image to finish off the week's theme of social identities and activism (See Appendix A). Students should be asked to create a response to the image, and construct their own opinion on what they thought the message of the image was. Once students have been given time to respond, the class should discuss their responses.

32 Minutes: After the journal, the class should go straight into presentations. Remember, students who are not presenting need to write two comments for each presentation. After each presentation (each presentation should last about four minutes), the class should discuss the connections that were made in that presentation. The teacher should make sure that students presenting stick to the time limit and cover all of the essential areas.

5 Minutes: Once all the students have given their presentations, the class should discuss the presentations that have occurred so far. The students' presentation images should be hung up in the classroom so that other students can see their work.

End of Class: Students need to turn in their journals and their responses to the presentations.

Homework: Students need to develop a draft image for their second presentation. Students need to understand that their image needs to be approved by the teacher before they go any further on their second project.

WEEK FIVE

Day One: Presentation Day

10 Minutes: To start the class off, the teacher needs to do several things. First, the teacher should turn back all the journals have completed so far. Students should keep these in a binder, as they should serve helpful for later lessons and assessments. Also, students should get out their sketches they were supposed to bring. The teacher should get the students into groups and discuss their drawings. While the students are doing this, the teacher should go around and check to see if the students' drawings are appropriate and on-task. If students are not on-task or have not created an appropriate sketch, the teacher should address those students after-class and tell them to have a new sketch ready by tomorrow.

32 Minutes: After the students have discussed their sketches and the teacher has gone around approving or disapproving the sketches, the class should go strait into presentations. Today should be presentations 9-16. Remember, students who are not presenting need to write two comments for each presentation. After each presentation (each presentation should last about four minutes), the class should discuss the connections that were made in that presentation. The teacher should make sure that students presenting stick to the time limit and cover all of the essential areas.

3 Minutes: The teacher should wrap up the presentations for that day, and hang up some of the presentations that have already been given. The teacher should also let the students know what will be happening over the next week, including the presentations days (day three, day, four, and day five).

End of Class: Teacher should tell students to make any adjustments to their second presentation, and be ready to have their whole work peer-reviewed tomorrow.

Homework: Students need to have a draft of their second presentation ready for class tomorrow.

Day Two: Peer Review Day

7 Minutes: To start the class off, the teacher should jump right in to explaining the peer-reviewing activity they will be using. This is important, because the sooner the directions are explained, the more time there is to actually doing the peer-review activity. The class will already be set up in a unique way, where there are desks in a circle with each desk being faced by another desk. Students should sit in desks available, and should be given four peer-review sheets (which can be found in Appendix A). The teacher should explain the timing process, which is a lot like speed dating. The students on the outside row stay put, and the row on the inside move every eight minutes. During those eight minutes, the two students should read over each other's work, write their responses, and then discuss what they wrote. The time should be spent wisely, and if all goes according to plan each student will have four responses to their work. If there are students who decided to do the written paper instead of the second

presentation, the teacher should still have them participate with everyone else, but the students who complete their review sheets should be aware that these students are doing something different.

35 Minutes: After explaining the rules, the teacher should tell the students to begin. It is important that the teacher keep time, and should bring a stopwatch so that each peer review period gets an equal amount of time. The teacher also needs to make sure that the students are following the peer review process, and are responding critically instead of just giving ‘soft’ answers. To do this, the teacher should go around and get students to really discuss their feelings about each other’s project.

3 Minutes: Once the peer-review process is over, the teacher should make sure the students have all the peer-reviewed papers for their own presentation so they can make modifications. The teacher should tell students to use these peer discussions and sheets to boost their presentations. The teacher should then list what students are presenting tomorrow, and give the presentation details for Thursday and Friday. The teacher should also remind the students who chose to do the alternative option that they need to turn in their papers by Friday.

End of Class: Nothing needs to be turned in at end of class

Homework: Students need to use their peer review sheets to modify their presentations or alternative papers.

Day Three: Presentation Day

10 Minutes: The teacher should start the lesson off with the last journal the class will do. For this journal, the teacher should ask the students to summarize the points that were made about their presentation or work by their peers, and what they plan to do (or already did) to modify their lesson. It should be noted that, if there are more than eight students who need to present today, the teacher might need to skip this journal or cut it short. If this is not the case, the teacher should go ahead and let students complete and discuss their responses. This journal is important, as it lets students reflect on the responses they got and think about the changes they will make (if they have not already started making changes).

32 Minutes: This presentation schedule is just the same as it was last Friday and Monday, with students in group 17-24 presenting today. After the students have discussed the modification and the teacher has gone around approving or disapproving the sketches, the class should go straight into presentations. Remember, students who are not presenting need to write two comments for each presentation. After each presentation (each presentation should last about four minutes), the class should discuss the connections that were made in that presentation. The teacher should make sure that students presenting stick to the time limit and cover all of the essential areas.

3 Minutes: Once all the presentations are done, the teacher should wrap up the images and presentations discussed today. The teacher should find room to put those students’ chosen graffiti images in a selected area in the room.

End of Class: Students need to turn in their final journal for this unit.

Homework: Students who are presenting their work tomorrow need to have their work ready.

Day Four: Presentation Day

3 Minutes: As students and the teacher know, there is nothing but second presentations for the next two days. Therefore, the teacher should allot as much time for presentations as possible. The teacher should reiterate what was already on their presentation guide; the students have three minutes to present their image, discuss how it relates to at least one of the unit themes, and what they used as a source of inspiration. The teacher should put the presentation schedule on the board, so the next student on the list will be ready. The teacher also needs to explain the writing task for students not presenting today. For students who are not presenting today, the teacher should have them choose three works from students presenting and write about how they felt about each work; especially focusing on what they liked and how they felt it applied to the unit themes. These will be due at the end of class.

40 Minutes: After explaining the parameters for these presentations, the students should jump right in. Unfortunately, there will not be much time for in-class discussion about what each student presented, which is why the writing task is so important. However, if there are multiple students who chose the alternative essay, there will be less presenters and more time to discuss the presentations. Students who are presenting should be working within the time limits and touching on the most important parts of the presentation (discussed in the work sample and shown in the rubric they received). As each student presents, the teacher needs to make sure all other students are being respectful and paying attention. The teacher also needs to pay attention to the students presenting and fill out a rubric for each presenting student.

2 Minutes: Once the presentations are finished, the teacher should wrap up the lesson and give the presentation schedule for tomorrow.

End of Class: Students who presented today need to turn in their presentations, and students who did not present need to turn in their writing task.

Homework: Students who are presenting tomorrow need to be ready. Students who chose the alternative assignment need to turn in a copy of their first paper tomorrow.

Day Five: Last Presentation Day

3 Minutes: This day should be identical to the previous day, except the teacher should pick up the essays written by the students who chose the alternative assignment. In case the students need reminding, the teacher should tell them what students who are presenting need to do and

what students who are not presenting need to do. After this has been done, the class can move right in to presentations.

40 Minutes: After explaining the process for the presentations, the students should jump right in. Again, if there are multiple students who chose the alternative essay, there will be less presenters and more time to discuss the presentations. Students who are presenting should be working within the time limits and touching on the most important parts of the presentation. As each student presents, the teacher needs to make sure all other students are being respectful and paying attention. The teacher also needs to pay attention to the students presenting and fill out a rubric for each presenting student.

2 Minutes: After the presentations are done, the teacher should wrap up the lesson. Also, the teacher should tell the students that next week is when they finally get to create the graffiti wall that they created their second presentation for. The teacher also needs to remind the students that chose the alternative assignment will be presenting their first essay on Monday.

End of Class: Students who did not present need to turn in their written responses, and the students who did present need to turn in their presentations.

WEEK SIX

Day One: Walkthrough

10 Minutes: To start the class off, the students who chose the alternative essay assignment will give a brief summary of what they wrote, trying to keep their presentations down to three minutes each. If the students need more time to present, the teacher should allot that time to them; these student essays are just as important as the graffiti presentations.

15 Minutes: After these students have given their presentations, the teacher should go on to discuss what will be happening over the next four days. The first thing the teacher should cover is what students will be doing each day. This means both students who are creating graffiti and students who will be working on their second essay.

Next, the teacher needs to discuss the people that will be coming to help create their work. Hopefully, the teacher was able to get the same people who presented in class to do come and help students with their work. At the least, there should be an extra artistic person there to help the students with their art.

Also, the students need to know the procedure for each of the days they will be working on their art. This includes taking care of materials from the art room or brought from home, knowing what time they will be coming to and leaving the wall, and how much time they have overall to complete their project.

15 Minutes: Once the class has gone over the schedule for this week, the teacher should take the students to the wall they are decorating and show them how the process will actually work. The teacher should show each student what segment of the wall is theirs (which should be apparent, as the teacher should have written each student's name in a designated space). Once students have seen where their work will be and how they will be working on it, the class can head back to the classroom.

5 Minutes: At the end of class, the teacher should pass back the students' presentations so they have a copy of what they will be creating on the wall. Also, the teacher should let the students use this time to ask any questions on what they will be doing over the next few days.

End of Class: Nothing is due at the end of class.

Homework: There is no homework.

Day Two: Working Day

5 Minutes: Class prepares materials for creating their images on the wall. The teacher needs to get all their resources in order, and makes sure the people helping with the wall are ready to help.

Teacher needs to make sure that students have their drawings and know where their segment of the wall is.

35 Minutes: Students, teacher, and assistants work on the wall. Students need to make sure they are doing their best to draw/paint on the wall what they created for their second presentation. Specifically on this day (the first day of creating graffiti), the students should get the sketching of their drawing on the wall, and start painting their image.

Students who are working their alternative assignment need to start their second essay. Because they have known about this essay for weeks, there is a good chance they have already started to develop this second essay. These students will be working on their essay at the same site the other students are working on their graffiti. Because of this, the teacher should arrange for some desks to be available for the students to work on. These students should be working on this so that they can be ready to work in groups tomorrow.

5 Minutes: Students and teacher should clean up all the equipment, and get students back to the classroom before the bell rings. The teacher should let the students know that they will be working on the same image tomorrow, and will hopefully be done on Thursday.

End of Class: Students should make sure they take their materials with them (if they brought any).

Homework: Students who are writing essays should work on them, as they are due Friday.

Day Three: Working Day

5 Minutes: This day will almost exactly the way as it did the day before. The class will prepare to leave to work on the wall. The teacher gets all their resources in order, and makes sure the people helping with the wall are ready to help. Teacher needs to make sure that students have their drawings and know where their segment of the wall is.

35 Minutes: Students, teacher, and assistants work on the wall. Students need to make sure they are doing their best to draw/paint on the wall what they created for their second presentation. Specifically on this day (the second day of actually creating graffiti), the students should be in the middle of painting their images, and should have themselves set up to be finished tomorrow.

Students who chose the alternative assignment should participate in the same peer review process that was used last week (See Appendix A for forms). The teacher will provide them with the same peer review worksheets used last week. Because not everyone in the class is participating in this presentation, the students can spend more time writing responses to each other's writing. The students do not need to spend the whole period peer-reviewing, so they can move on to make changes in their paper.

5 Minutes: Students and teacher should clean up all the equipment, and get students back to the classroom before the bell rings. Teacher should tell students that they need to finish up their graffiti on the next day.

End of Class: Students should make sure they take their materials with them (if they brought any).

Homework: Students who are writing essays should work on them, as they are due Friday.

Day Four: Working Day

5 Minutes: The teacher should again make it aware the last day the students have to complete their graffiti. The students should follow the procedure from the previous two days. The class will prepare to leave to work on the wall. The teacher gets all their resources in order, and makes sure the people helping with the wall are ready to help. Teacher needs to make sure that students have their drawings and know where their segment of the wall is.

30 Minutes: Students need to use this time to try and finish up their graffiti art. The teacher and whoever is helping the students should assist in them finishing their project. Students who have completed their project should help other students finish theirs (if the students want the help). Teacher, students, and anyone assisting on this day should do their best to get the work done on this day.

Students who chose the alternative assignment should be wrapping up their essay. They have gotten feedback from their peers, and should be making final modifications to their paper. The teacher should remind the students that their work is due tomorrow, and they will be presenting to the class.

10 Minutes: Students and teacher should clean up all the materials used for graffiti. Once the students have cleaned up all the materials, everyone will head back to the classroom. Once everyone has come back to the classroom, the teacher should tell everyone what will happen during the publishing and celebration tomorrow. Students will be encouraged to bring snacks and drinks, but they need to bring all these snacks before first period starts.

End of Class: Students should make sure they have all the materials they brought to class (if they brought any).

Homework: Students who are writing essays should work on them, as they are due Friday.

Day Five: Publishing/Celebration

10 Minutes: Students and teacher get snacks (teacher should have snacks prepared whether or not students bring their own). Once students get their snacks, the teacher summarizes what has

happened over the unit, and congratulates the students on what they achieved. Students are welcome to make their own points about what happened over the unit.

15 Minutes: Once the summary of the unit has been done, the teacher should ask students who chose the alternative assignment to present the essays. The students who chose this option will get up in class and discuss what they wrote as everyone else enjoys snacks and listens to what others wrote about. There should be the same amount of discussion on these presentations as they did about the other in-class presentations.

17 Minutes: Once the students have presented their paper, the students and teacher should go to the graffiti wall and look at the finished product. This would be a good time for students to discuss how they felt their work went, their favorite part of the project, and recover what their image meant; whether it was a social statement, a statement about one of the text read, or about themselves. The teacher and students should listen as each student summarizes their work. This would also be a great opportunity to take pictures and publish them online to an education or blog site. This way, parents can see what their students have accomplished.

3 Minutes: Students and the teacher head back to the classroom, and the teacher possibly gives an introduction for what will happen next week. Students need to turn in the papers they have been writing over the week.

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APPENDIX A

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Below is a list of all the instruction materials needed for the unit. They are organized by the day in which they will be used.

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“Tea Party” quotes and words to put on index cards. It is okay to have two cards with the same message on them.

1. Boy & Me don't sleep good
2. for a minute there in the garbage, we were happy
3. No calls without permission
4. Our mama was always giving us away
5. art bandits
6. water tank shifts, leans toward us
7. I follow him down . . . till we're hovering over Boy
8. won't let me ride with Boy
9. Won't even let me cry
10. his face gray as jail walls
11. Just a boy, never a man
12. short yellow jail pencils
13. Freedom yeah, right
14. You can't go back, only forward
15. “hey, watch your mouth!”
16. dissolve
17. kids cough all night

Parent Permission Form

During a six week unit, students will be reading books that focus on expectations and identity. In addition to reading these books, the class will be looking at, using, and creating street art to evaluate, analyze, and discuss the unit themes of expectations and identity. To help learn about the purpose, creation, and usage of graffiti/street art, the class will be watching a movie titled “Graffiti Verite: Read the Writing on the Wall.” This is a documentary that will help this class learn more about graffiti and how it ties to our unit. If the parent/guardian does not feel their child should watch this film for whatever reason, they need to sign their signature below and check the appropriate box. If the student is not allowed to watch the activity, they will be sent to another classroom to read a class book.

Also, during this unit, the student will get the chance to participate in a street art project that reflects their perception of the unit themes. The project they complete will be appropriate, and will be created on a wall that has been approved to be painted on. However, if the parent/guardian does not feel that this activity is appropriate for their student for whatever reason, they need to sign their signature below and check the appropriate box. If the student is not allowed to do this activity, there is an alternative writing activity they will complete to receive a grade.

Tear off and return this part to the teacher

Parent Signature: _____ Date: _____

- By checking this box, I approve my child to watch the documentary movie.
- By checking this box, I do NOT approve my child to watch the documentary movie, and would like for them to participate in the alternative activity.

Parent Signature: _____ Date: _____

- By checking this box, I approve my child to participate in the street art activity.
- By checking this box, I do NOT approve my child to participate in the street art activity, and would like for them to participate in the alternative activity.

*If this form is not returned to the teacher, the teacher will allow the student to participate in both activities.

Name:
 Period:
 Date:

DOUBLE ENTRY JOURNAL

This journal is different than what you're familiar with. For this journal, you will not have to write out in essay form. Instead, you will jot down thoughts you have as you're reading. If you look at the template below, you will see that there are two areas: one for writing down where in the book you had this thought, and another for what your thought was. Doing this will help you organize your thoughts as you complete a book, and will allow the rest of the class to see where you got a specific idea from. This is great for organizing beliefs about the book, inferences you might make, predictions you might want to make, and personal connections to the book. For this journal, you will usually just be asked to write anything that comes to mind. However, there will be times where you should focus on something specific: a character, a theme, an event, etc. Just make sure that your thoughts are complete, appropriate for discussion, and are tied to the text. The example below is from a text we will read later, called *Monster*. Feel free to use the extra space below to try writing a double-entry journal.

Location	My Thoughts
<p>Example: <i>Page 99 in the book Monster. Scene between O'Brien and Steve</i></p>	<p>Example: <i>I feel that O'Brien's angry reaction to Steve crying shows that she has no sympathy for Steve. I think she feels that Steve is guilty.</i></p>

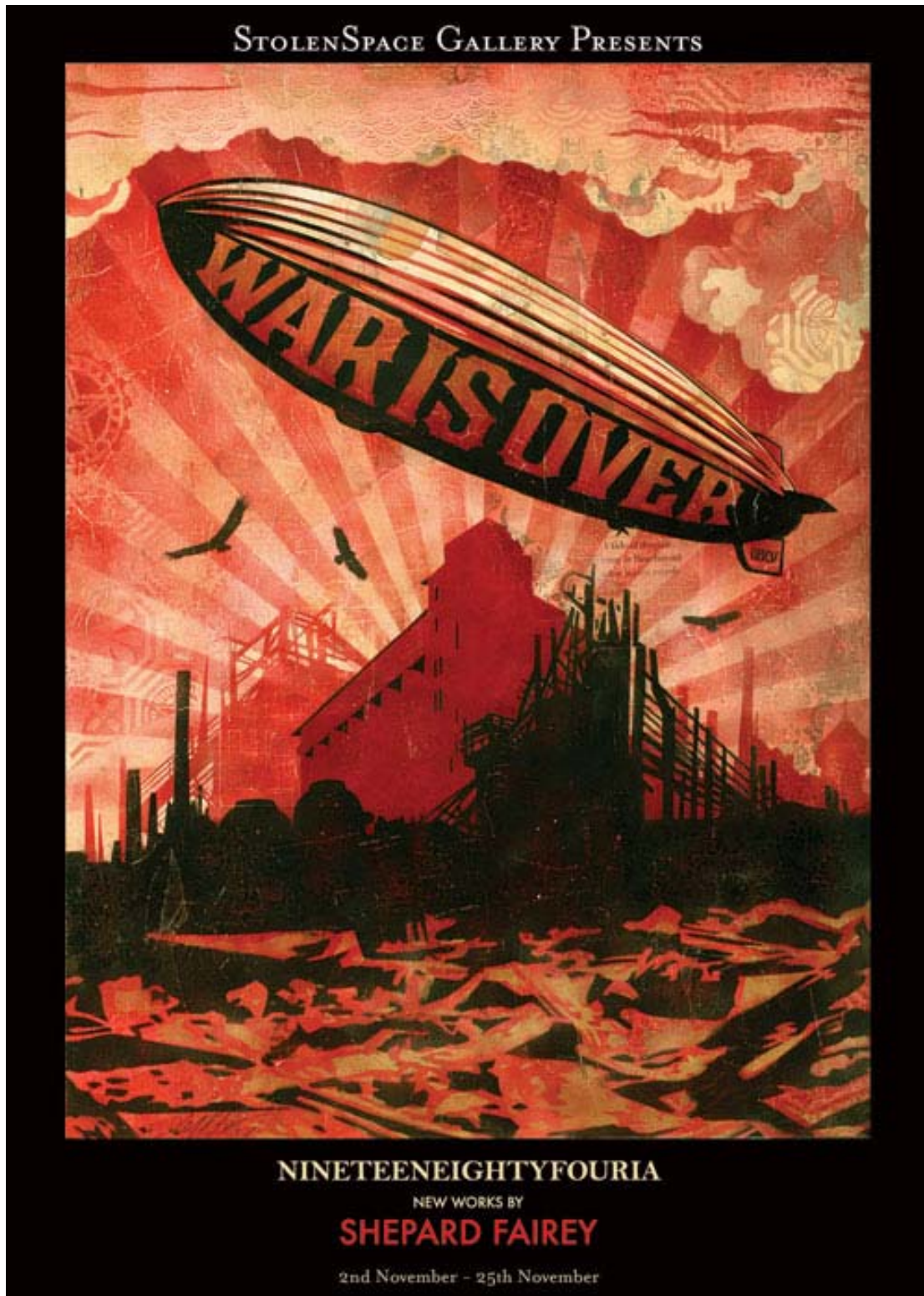


Picture taken by "Lois in Wonderland." Picture taken February 24, 2010. Retrieved from Flickr.com

Name:
Date:
Period:

reader response quiz to trash

1. How did Boy die?
2. How has his death affected Sissy? Don't just give a one word answer, be specific
3. Why do you think Sissy spray paints her tag name all over the city?
4. Who do you think has expectations for Sissy, and what are those expectations? Think about specific characters, as well as social expectations
5. Describe the makeup of one character's identity. Think about both positive and negative characteristics they have, and what makes them unique. You can choose any character from this book



“War is Over.” 2007. Retrieved from obeygiant.com



“Peace Dove.” Photo taken by “Eddidangerous.” Photo taken December 22, 2007. Retrieved from Flickr.com

Name:
Date:
Period:

TRUE FALSE ACTIVITY

1. Everyone has to face stereotypes
True False
2. In today's society, stereotypes rarely have a serious affect on people
True False
3. Expectations are encouraging and make you stronger
True False
4. The American justice system is fair
True False
5. People are a reflection of their environment, and will likely act the way people around them act.
True False
6. You should have faith in (and trust) the people that defend or support you
True False
7. People should not be affected by the expectations other people have for them, and should only focus on expectations they have for themselves.
True False
8. People can be monsters.
True False
9. Everyone can overcome stereotypes and negative expectations to become a successful individual.
True False
10. Parents should always believe in their kids and trust them.
True False



This image was chosen to reflect Steve, because he seems to be all alone, in a place where he does not seem to belong. I feel that this reflects someone who is very lonely, in an environment that seems dangerous and barren.

Image taken by "amerune" in 2006. Photo retrieved from flickr.com

Name:

Date:

Period:

movie and courtroom terminology

Cut to: this is a term to describe the immediate transition between shots. This often happens during dialogue between two characters.

Interior: An interior shot follows character interaction within a setting. This might be a shot within a courtroom.

Exterior: A shot that establishes the setting and possibly the mood of a filming sequence. This is usually the shot of a noticeable location, like a courtroom.

Fade in: This is the gradual entry into a filming sequence. It usually fades in from black or a different scene

Fade out: This is the gradual ending a filming sequence. It might fade to black, or a different scene.

Voice Over (VO): this is a technique where someone is talking but is not visible in the camera shot.

Close Up (CU): this is a filming technique where the camera focuses on a specific object or character, and that object/character takes up the entire screen.

Long Shot (LS): Opposite of close up, the long shot allows the viewer to see the setting, as well as the characters within the setting.

Dissolve to: this is a transition in which one shot moves into another gradually, much like a fade.

Pan: means to gradually move the shot from one area to another, so that the viewer can see more of the setting.

Split-screen: this is when the screen is divided into several frames, with each frame showing a different sequence of events.

Reaction Shots: This is a film shot in which the camera captures a characters physical reaction when something has happened or been told to them.

Switch to: means to go from filming one person or area to another. This could be a switch to a different time or place in the story.

POV: stands for "Point of View." This means that the camera is taking on the view point of a specific character or object.

Courtroom Definitions

Stenographer/court reporter: keeps the official record by recording every word spoken during the trial.

Plaintiff: the plaintiff is the person who filed a civil suit.

Prosecutor: Represents the plaintiff in the courtroom. They are responsible for providing a strong argument to convince the jury to find the defendant guilty.

Judge: rules over the proceedings in the courtroom. He/she is the person who decides the sentencing, as well as rulings on objections, and decides if evidence is admissible.

Jury: A group of people who decides if the defendant is guilty or not guilty.

Witness: each side in a trial will probably have a number of witnesses who have information about the dispute.

Clerk: the clerk is responsible for all documents and physical evidence that are entered into the trial and for the swearing in of the jury and all witnesses

Defense: the defense represents the defendant in the court of law. Their job is to try and prove that the defendant is not guilty.

Defendant: the defendant in a civil case is the person being sued and in a criminal case is the person who has been charged with a crime.

Court Officer/Deputy Sheriff: provides security in the courtroom.



Keith Haring
Untitled, 1983
Ink on Paper
41 x 52 inches

PRESENTATION 1 GUIDE

For your first presentation, you will find an image that you feel connects to one of the texts that we have read for this unit (*Monster* or *Trash*). This street art image can be a mural, graffiti, a stencil, etc. While you do get to choose your image, it cannot just be some random unsupported choice. Think about what you wrote for the journal where you brought in an image and wrote about how it was connected to an element of *Trash* (and no, you cannot use the same image). You need to explain in detail how your image connects to the text you chose. For example, you could connect your image to a theme in the book, a specific conflict that occurred, a powerful scene, a mode or tone that you felt the book emoted, etc.

In order to complete this assignment, there are two tasks: The paper and the presentation. For the paper requirement, you must write at least **two pages, double-spaced** using **Times New Roman 12-Point font**. You should write about the image chosen and how you feel it connects to the text. Within your essay, you should cite specific aspects about the image you chose, and you should also cite specific evidence from the text that supports your comparison.

The other part of your assignment is the presentation. For this part, you will be summarizing and explaining the connections you made between the street art image you chose and the text to the class. You will be presenting for **four minutes**, so make sure you have enough material to present to cover that time. This should not be hard if you are well prepared. You need to **bring at least four copies of the image you chose** to be passed around the classroom while you present.

To see how you will be graded for this presentation, look at the rubric that has been handed out to you. This assignment is due on the day you present.

presentation 2 guide

In this second presentation, you will be creating a street art image that you feel reflects one of the unit themes (expectations and identity). You will create your own image, and then write a paper that explains how the image represents your perception on that unit theme. For example, if I feel that expectations make someone stronger, I would create an image that reflects that and write an essay explaining why I feel this way about expectations and how my image reflects my belief.

Just like with the first assignment, this one also requires an essay and a presentation. The paper needs to include all the elements above in a **two page, double-spaced** paper, using **Times New Roman 12-Point font**. You should use evidence like class discussions, responses, activities, and texts as evidence to support your paper. Also, for this assignment, you will be required to give a **three minute** presentation of your image and how it reflects your beliefs on one of the unit's themes. For your presentation, you need to bring the image you created to show to the class.

After you everyone has presented their work, the class will spend a week actually painting their street art images on a wall! You will have an 8 by 11 inch space (the same size as a piece of paper) where you get to create your image you made on the wall.

If you want to see how you will be graded, look at the rubric that has been passed out to you. This project will be due on the day you present.

Alternative to presentation 2

As an alternative to the second presentation, your task will be to complete two essays based on the topics below:

- After reading the three texts from this unit, write about the positive and negative aspects of expectations. Use the three texts we read for this unit as evidence
- What kind of impact do you think street art has on society, the individuals who create it, and the individuals who see it? Use texts and student presentations for evidence.
- Describe the importance of finding and having an identity. Think about the young adults and the ways in which they constructed their own identity.

Also, if you would like, you can choose an alternate essay prompt you create. However, this alternative prompt **must be approved by the teacher**.

In your paper, you will need to support your responses with evidence from the texts read in class, as well as the resources we have created/covered in class, like the documentary we watched or the class activities (double-entry journals, KWL chart, journals, etc.). Each of your responses needs to be **3-4 pages double-spaced, Times New Roman 12 point font**. Just like with the other two assignments, you will present what you wrote in each of your essays, with **each presentation lasting three minutes**.

To see what a top-grade paper will be worth, look at the rubric that has been handed out to you. This rubric will be used for both essays. The first essay will be due on the Friday of the Fifth Week, and the second will be due the last day of Week Six.

Rubric for Presentations 1 and 2

* 2 and 4 are blanked out for “Image” because you can only receive a grade of 1, 3, or 5.

Each presentation will be scored on a scale of 1-30.

	5 (Great)	4 (Good)	3 (Average)	2 (Poor)	1 (Needs Improvement)
Mechanics (paper requirement)	There were not errors, the work was clear, focused, and fluid	Well written, only a few grammatical errors	Several grammatical errors, affected clarity of work.	Paper has many errors that caused the work to be difficult to follow	Riddled with errors, these errors result in the paper not being coherent at all
Completion (paper requirement)	Student has all elements of assignment completed to the fullest extent	Student has all elements covered to some extent	Student is missing one of the elements of the assignment	Student is missing several elements of the work.	Student only completed only one element of the assignment
Organization (paper requirement)	All the elements of the work are clearly organized, and points are connected fluidly	All the elements of the work are organized in an effective manner	Elements of the work are slightly disorganized, causing some confusion.	Elements of the work are scattered, causing strong confusion and effects the meaning of the work.	There is no organization whatsoever, severely impacting the meaning and comprehension of the work
Content (paper requirement)	The content created by the student provides the reader with a complete understanding of the work’s intended explanation or connection , student achieves this by giving specific evidence to support their work	The content created by the student gives the reader an effective understanding of the work’s intended, explanation or connection , using evidence to support their work.	The content created by the student somewhat gives the reader an effective understanding of the intended explanation or connection , some evidence is used	The content created by the student does not give the reader a very clear understanding of the intended explanation or connection, almost no evidence is used.	The content created by the student gives the reader no clear understanding of the intended explanation or connection, no evidence is used
Presentation (presentation requirement)	Student covers all the necessary material in a fluent and engaging manner	Student covers all material and follows the guidelines	Student presents all material but does not follow guidelines	Student presents some material and follows some of the guidelines.	Student presents, but does not cover any of the required fields
Image (paper and presentation requirement)	The image is appropriate and student shows they put a lot of thought into the image.		Student brings or creates an image without even considering the presentation requirements		Student brings or creates an image that is offensive or inappropriate

Alternative Presentation Rubric

	5 (Great)	4 (Good)	3 (Average)	2 (Poor)	1 (Needs Improvement)
Mechanics (paper requirement)	There were not errors, the work was clear, focused, and fluid	Well written, only a few grammatical errors	Several grammatical errors, affected clarity of work.	Paper has many errors that caused the work to be difficult to follow	Riddled with errors, these errors result in the paper not being coherent at all
Completion (paper requirement)	Student has all elements of assignment completed to the fullest extent	Student has all elements covered to some extent	Student is missing one of the elements of the assignment	Student is missing several elements of the work.	Student only completed only one element of the assignment
Organization (paper requirement)	All the elements of the work are clearly organized, and points are connected fluidly	All the elements of the work are organized in an effective manner	Elements of the work are slightly disorganized, causing some confusion.	Elements of the work are scattered, causing strong confusion and effects the meaning of the work.	There is no organization whatsoever, severely impacting the meaning and comprehension of the work
Content (paper requirement)	The content created by the student provides the reader with a complete understanding of the work's intended message explanation, or connection , student achieves this by giving specific evidence to support their work	The content created by the student gives the reader an effective understanding of the work's intended message, explanation, or connection, using evidence to support their work.	The content created by the student somewhat gives the reader an effective understanding of the intended explanation, message, or connection, some evidence is used	The content created by the student does not give the reader a very clear understanding of the intended explanation, message, or connection, almost no evidence is used.	The content created by the student gives the reader no clear understanding of the intended explanation, message, or connection, no evidence is used
Presentation (presentation requirement)	Student covers all the necessary material in a fluent and engaging manner	Student covers all material and follows the guidelines	Student presents all material but does not follow guidelines	Student presents some material and follows some of the guidelines.	Student presents, but does not cover any of the required fields

For these two essays, students will be scored on a scale of 1-25. This does not reflect the point value; each essay is worth the same amount of points as each presentation.

LITERATURE CIRCLE

Illuminator: You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or *important*. Your notes should include the quotations but also why you chose them, and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

Sample Questions

- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might other people (of different backgrounds) think about this text/passage?
- What *one* question would you ask the writer if you got the chance? Why?
- What are the most important ideas/moments in this text/section?
- What do you think will happen next---and why?
- What was the most important change in this section? How and why did it happen?

Illustrator: Your role is to draw what you read. This might mean drawing a scene as a cartoonlike sequence, or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others. Use the notes area to explain how your drawing relates to the text. Label your drawings so we know who the characters are. **Make your drawing on the back of this page or on a separate sheet of paper.**

Sample Questions

- Ask members of your group, “What do you think this picture means?”
- Why did you choose this scene to illustrate?
- How does this drawing relate to the story?
- Why did you choose to draw it the way you did?
- What do we see---i.e., who and/or what is in this picture?
- What, if anything, did drawing it help you see that you had not noticed before?
- What did this quotation/passage make you think about when you read it?
- What are you trying to accomplish through this drawing?

Connector: Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story to events in your own life, news events, political events, or popular trends. Another important source of connections is books you’ve already read. The connections should be meaningful to you and those in your group.

Sample Questions

- What connections can you make to your own life?
- What other places or people could you compare this story to?
- What other books or stories might you compare to this one?
- What other characters or authors might you compare to this one?
- What is the most interesting or important connection that comes to mind?
- How does this section relate to those that came before it?

Word Watcher: While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

Sample Questions

- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning to the characters or author?
- What new words do you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

Discussion Director: Your role demands that you identify the important aspects of your assigned text, and develop questions your group will want to discuss. Focus on the major themes or “big ideas” in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group’s discussion.

Sample Questions

- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might other people (of different backgrounds) think about this text/passage?
- What *one* question would you ask the writer if you got the chance? Why?
- What are the most important ideas/moments in this text/section?
- What do you think will happen next---and why?
- What was the most important change in this section? How and why did it happen?

Summarizer: Prepare a brief summary of the day’s reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a timeline.

Sample Questions

- What are the most important events in the section you read?
- What makes them so important?
- What effect to these events have on the plot or the other characters?
- What changes---in plot, character, or tone---did you notice when you read?
- What questions might appear on an exam about this section you read?
- What might be a good essay topic for this section of the story?

Name:

Date:

Period:

READER RESPONSE TO MONSTER

Read the questions below and develop a response. Write on a separate piece of paper.

1. Why do you think O'Brien turned away when Steve was found "not guilty"?
2. What expectations did Steve have to fight in this book?
3. How would you describe Steve's identity? Think about some of his positive and negative characteristics, as well as what makes him unique.
4. After this trial ordeal, what do you think Steve's parents think of him?
5. Which of the characters thinks Steve is still a monster? Why?
6. How do you think Steve feels about his own identity? Does he even know who he is?



Keith Haring
October 23, 1986

Information for Teacher:

This mural was executed by Haring in 1986, at the request of the Checkpoint Charlie Museum.

The mural was approximately 300 meters in length, depicting linked figures in the colors of the German flag: yellow, red & black, symbolizing the quest for unity between the Federal Republic of Germany West and the German Democratic Republic East (Keith Haring::Art::Search Term:berlinmural).

Information retrieved from: http://www.haring.com/cgi-bin/art_search_lrg.cgi?id=00105&search=berlinmural&start=0



"No future on streets of Dublin"

Name:
Date:
Period:

TEXT CONNECTION OR NINE CHART

Text to Self: While you're reading the text, look and see if any of the actions, characters, themes, or other elements relate to your life experiences.	Text to Text: As you're reading, look and see if there are elements of this story that make you think of another text we have read in class or that you have read on your own time.	Text to World: As you're reading, look at how the text reflects or says something about our society. Focus especially on how the book's themes have something to say about today's world.

* Feel free to write on the back or on another sheet of paper if you run out of room.



Image created by JR. Picture taken by "Alan Bee." Picture taken May 27, 2008

