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Thematic Unit: Coming of Age

For High School Sophomores

John Melton

Materials:

Major Novel: A Separate Peace, John Knowles

Optional Reading: Catcher in the Rye, J. D. Salinger

Tom Sawyer, Mark Twain

Little Women, Louisa May Alcott

The Giver, Lois Lowry

Roll of Thunder Hear My Cry, M. Taylor

Jacob Have I Loved, Katherine Paterson

The Moves Make the Man, Bruce Brooks

Short Stories: The Laughing Man, J. D. Salinger

I'm a Fool, Sherwood Anderson

Red Dress, Alice Munro

A & P, John Updike

Optional Reading: The Bridge, Nicolai Chukovski

The Scarlet Ibis, James Hurst

Poems: Theme For English B, Langston Hughes

Crossings, Judith Ortiz Cofer

Film: Stand By Me

(Optional: Dead Poets Society)

General Time Line:

Week One: Introduction to life map activity

Week Two: Assign Composition

Computer Lab

Compositions Due

Week Three: Introduction to journal writing

Week Four: Introductory activity to A Separate Peace

Begin reading of A Separate Peace along with journal entries

Hand out Study Guide for novel

Journal Check / Study Guide

Week Five: Continue novel, journal entries, and study guide

Journal Check / Study Guide

Week Six: Finish novel (Study Guide)

Short stories, poems

Journal Check

Week Seven: Short stories, poems

Journal Check

Week Eight: Short stories, poems

Journal Check

Assign creative representations

View Stand By Me

Week Nine: Work on creative representations

Presentation of representations

Assessment:

25% Life Map

25% Composition

25% Creative representation

15% Journal Entries

10% Study Guide: A Separate Peace

Week One:

Objective #1- Life Map Activity

Students will produce a visual representation in the form of a life map of the factors that influence their coming of age. To understand and visualize that growth is physical as well as emotional.

Evaluation Criteria:

1) Students must produce a visual life map with at least 10-15 visual representations (of factors that have influenced their growth).

2) Life maps must be neat and legible

Objective #1-A Small group activity

In small groups, students will orally explain their life maps.

Evaluation Criteria:

1) The level of participation in the group while presenting and listening to others

2) Students will be expected to provide other group members with productive feedback

3) Students will be expected to fully develop one episode from their life map

Break Down of Week One: (55 minute class period)

Monday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Introduce life maps; what they are, how we will use them

12:10-12:55 Teacher models personal life map on the overhead and explains it to students

Tuesday:

12:00-12:05 Take care of class business, class settles

12:05-12:15 Assign individual life map to students

12:15-12:30 Distribute materials for life map assignment

12:30-12:55 Students begin creating life maps

Wednesday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Remind students of life map assignment

12:10-12:55 Students continue to create life maps

Thursday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Explain small group assignment

12:10-12:55 Students form small groups and explain life maps

Friday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Remind students of task

12:10-12:55 Students form small groups and explain life maps

Week Two:

Objective #1-B Written activity

Students will produce a piece of creative writing based on a chosen episode from their life maps.

Evaluation Criteria:

- 1) The ability to represent, in written form, the story shared with their group members
- 2) The writing should be consistent with regard to form
- 3) The degree of elaboration, neatness, and creativity
- 4) The writing should reveal what effect the certain episode had on their coming of age experience

Break Down of Week Two:

Monday:

12:00-12:05 Take care of class business, class settles

12:05-12:20 Explain assignment to students

12:20-12:55 Computer Lab, students begin work on assignment

Tuesday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Go to Computer Lab

12:10-12:55 Computer Lab, students work on assignment

Wednesday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Go to Computer Lab

12:10-12:55 Computer Lab, students work on assignment

Thursday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Go to Computer Lab

12:10-12:55 Computer Lab, students work on assignment

Friday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Go to Computer Lab

12:10-12:55 Computer Lab, students finish assignment, due at end of period

Week Three:

Objective #2 - Journal writing

Students will produce reflective writings centered around works studied through a journal format.

Evaluation Criteria:

- 1) Students must show understanding of materials studied
- 2) Students should highlight what they were able to make of the works by way of:
 - a) likes and dislikes of the works
 - b) problem / favorite passages
 - c) related personal experiences
- 3) Journals must be legible and of adequate length

Break Down of Week Three:

Monday:

12:00-12:05 Take care of class business, class settles

12:05-12:15 Introduce the topic of journal writing through class discussion:

What are journals good for?

How do they help?

How will they be beneficial to this unit?

12:15-12:45 Model a journal entry on overhead projector, allow for questions 12:45-12:55 Assign journal entry for homework, allow students to begin in case of problems.

Tuesday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Check journals

12:10-12:45 Students model and critique each other's journals:

What are they doing that is good?

What could be improved upon?

12:45-12:55 Assign journal entry for homework, allow students to begin in case of problems.

Wednesday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Check journals

12:10-12:45 Students model and critique each other's journals:

What are they doing that is good?

What could be improved upon?

12:45-12:55 Assign journal entry for homework, allow students to begin in case of problems.

Thursday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Check journals

12:10-12:15 Form small groups

12:15-12:45 Students exchange journals, grade them and discuss their evaluations

12:45-12:55 Assign journal entry for homework, allow students to begin in case of problems

Friday:

12:00-12:05 Take care of class business, class settles

12:05-12:10 Check journals

12:10-12:15 Form small groups

12:15-12:55 Students exchange journals, grade them and discuss their evaluations

Week Four:

Objective #3 - Introduction and reading of A Separate Peace

Students will begin reading John Knowles' A Separate Peace

Objective #3-A Introductory activity to A Separate Peace

Students will be asked to think of the best friend that they have ever had or someone very close to them. In their journals, students will write about their experiences with this friend and, if willing, will share with the class.

Objective #3-B Students will read Chapters 1-4 of A Separate Peace

Objective #3-C Study Guide

Students will complete hand out highlighting vocabulary and events in the novel

Evaluation criteria:

1) Study Guides must be completed by assigned dates

2) Study Guides must be legible

Objective #2 Journals

(See week three)

Break Down of Week Four:

Monday:

12:00-12:05 Take care of class business, class settles

12:05-12:40 Introductory activity, shared experience. Teacher will introduce assignment and maybe share an experience of his / her own. Student will be asked to think of their own experience and put it into writing.

12:40-12:55 Pass out Study Guides (to be due Friday)

Assign Chapters 1-4.

Tuesday:

12:00-12:05 Take care of class business, class settles

12:05-12:20 Students finish up journal activity

12:20-12:55 Students share experiences by reading their journal entries

Wednesday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 1-4

-Focus on the relationship between Phineas & Gene

12:45-12:55 Journal Assignment

-"How does their relationship relate to your own experiences?"

Thursday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 1-4

-Focus on who Gene and Phineas are, what they are about

12:45-12:55 Journal Assignment

-"Give a character sketch of Gene and Phineas. What are your feelings towards them?"

Friday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 1-4

-Focus on the accident

12:45-12:55 Collect journals, check Study Guides

Assign Chapters 5-8

Week Five:

Objective #3-B Students will read Chapters 5-8 of A Separate Peace

Objective #3-C Study Guides

(See week four)

Objective #2 Journals

(See week three)

Break Down of Week Five:

Monday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 5-8

-Focus on Phineas' reaction to Gene

12:45-12:55 Journal Assignment

-"How would you react in this kind of situation? In your opinion, is Gene to blame?"

Tuesday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 5-8

-Focus on Gene's present attitude

12:45-12:55 Journal Assignment

-"Why do you think that Gene is acting the way he is? Have you ever felt like this?"

Wednesday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 5-8

-Focus on the reunion of Gene and Phineas

12:45-12:55 Journal Assignment

-"How would you react in this situation?"

Thursday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 5-8

-Focus on the reconciliation of Gene and Phineas

12:45-12:55 Journal Assignment

-"What do you think of Gene's and Phineas' relationship now? Will this last? Can you relate?"

Friday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 5-8

-Focus on the reconciliation of Gene and Phineas

12:45-12:55 Collect journals, check Study Guides

Assign Chapters 9-13

Week Six:

Objective #3-B Students will read Chapters 9-13 of A Separate Peace

Objective #3-C Study Guides

(See week four)

Objective #2 Journals

(See week three)

Break Down of Week Six:

Monday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 9-13

-Focus on Brinker's inquiry

12:45-12:55 Journal Assignment

-"How do you feel about the inquiry scene? Did it need to happen?"

Tuesday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 9-13

-Focus on Phineas' death

12:45-12:55 Journal Assignment

-"What do you make of Gene's reaction to Phineas' death? How do you feel about it?"

Wednesday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 9-13

-Focus on Phineas' death

12:45-12:55 Journal Assignment

-"How has Gene changed since the beginning of the novel?"

Thursday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 9-13

-Focus on the ending of the novel

12:45-12:55 Journal Assignment

-"How did you like the book? What did you make of the ending, of the last pages?"

Friday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on Chapters 9-13

-Focus on the ending of the novel

12:00-12:55 Study Guides Due / Journal Check

Assign "I'm a Fool" by Sherwood Anderson

Week Seven:

Objective #4 Reading of short stories and poems

Students will read assigned selections and come to class prepared for discussion

Objective #5 Viewing of (Stand By Me) *if time allows

Objective #2 Journals

(see week three)

Break Down of Week Seven:

Monday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on "I'm a Fool"

-Focus on narrator's motivations

12:45-12:55 Journal Assignment

- "What do you make of the scene on the beach when he and Lucy are alone? Why doesn't he treat her like other "Janes"?"

Tuesday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on "I'm a Fool"

- Focus on the change in the narrator

12:45-12:55 Journal Assignment

- "Why is the narrator so mad at himself in the end? Can you relate?"

Assign reading of "Theme for English B"

Wednesday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on "Theme For English B"

- Focus on Langston Hughes' meaning and self-examination

12:45-12:55 Journal Assignment

- "What would your Theme for English be? How would you describe yourself? Would you say that you are the same person today as one year ago? How are you the same, how are you different?"

Assign reading of "The Laughing Man"

Thursday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on "The Laughing Man"

- Focus on the changes that occur in the Chief and the narrator

12:45-12:55 Journal Assignment

- "What happens that makes the Chief kill off the Laughing Man? Do you think the narrator understands this? Why is this so devastating for the troop?"

Friday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on "The Laughing Man"

- Focus on the changes that occur in the Chief and the narrator

12:45-12:55 Assign reading of "Red Dress" for Monday

Journal Check

Week Eight:

Objective #4 Reading of short stories and poems

Students will read assigned selections and come to class prepared for discussion

Objective #5 Viewing of (Stand By Me) *if time allows

Objective #2 Journals

(see week three)

Break Down of Week Eight:

Monday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on "Red Dress"

-Focus on narrator's relationship with Lonnie

12:45-12:55 Journal Assignment

-"How do you view the narrator? What is it that she is most afraid of at school, why? Can you relate?"

Tuesday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on "Red Dress"

-Focus on the change in the narrator

12:45-12:55 Journal Assignment

-"How does the narrator change? What is she like at the end of the story?"

Wednesday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion "Crossings"

-Focus on Judith Ortiz Cofer's physical and emotional change

12:45-12:55 Journal Assignment

-"How can a physical move trigger an emotional one?"

Assign reading of "A&P"

Thursday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on "A&P"

-Focus on Sammy's decision to quit his job

12:45-12:55 Journal Assignment

-"Is Sammy right in his decision to quit? What would you have done in this situation? What causes him to come to this decision?"

Friday:

12:00-12:05 Take care of class business, class settles

12:05-12:45 Class discussion on "A&P"

-Focus on the change Sammy goes through

12:45-12:55 Journal Assignment

-"Why does Sammy say "...and my stomach kind of fell as I felt how the world was going to be to me hereafter?"

Journal Check

Week Nine:

Objective #6 Creative Representation

Using their journals, students will create a representation that synthesizes the coming of age unit and their own experiences as they develop

Evaluation Criteria:

- 1) Depending on the route they take, students must show
 - a) that they pulled material from their journal entries
 - b) that they understand the premise of the coming of age unit
 - c) a personal growth or change of somewhat

Break Down of Week Nine:

Monday:

12:00-12:05 Take care of class business, class settles

12:05-12:30 Go over assignment with students, pass out assignment sheets

12:30-12:55 Class begins on assignment

Tuesday & Wednesday

12:00-12:05 Take care of class business, class settles

12:05-12:55 Students work on presentations

Thursday & Friday

12:00-12:05 Take care of class business, class settles

12:05-12:55 Presentations of class projects