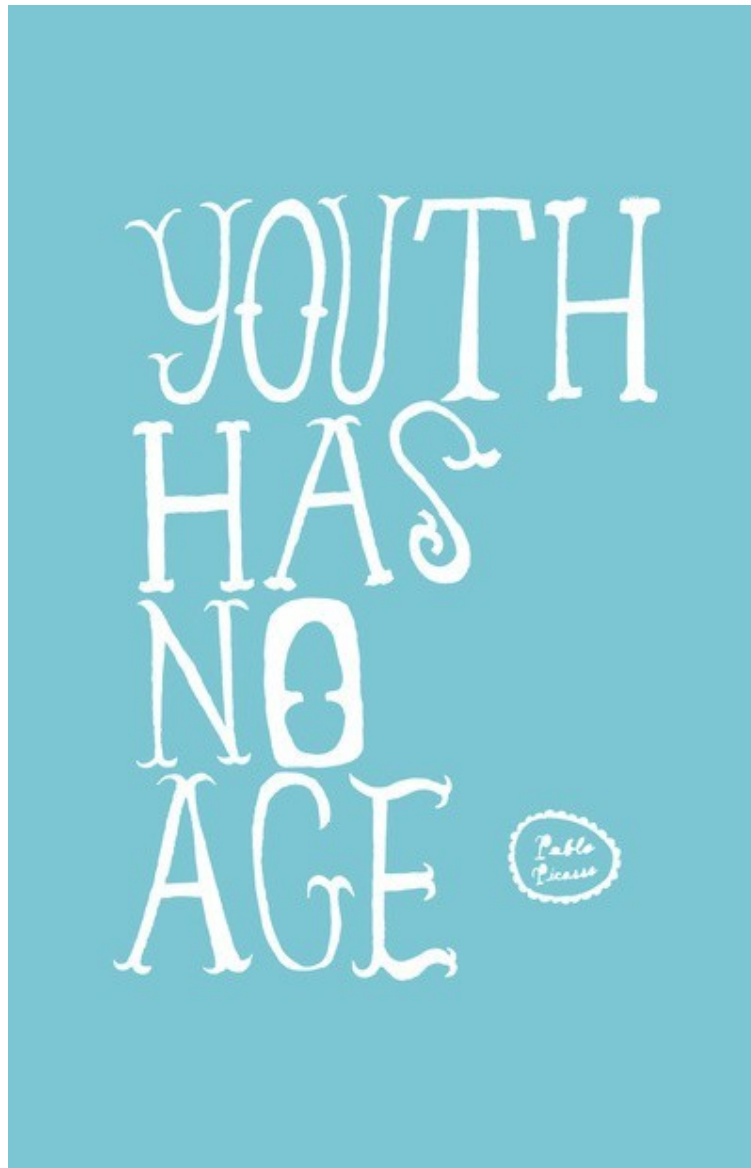


COMING-OF-AGE through Literature



Yearlong Plan- 9th Grade English Language Arts

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In completing this project, I have not given, received, or used any unauthorized assistance (including materials created by myself or others from a previous class)

Introduction

Context:

In order for my yearlong plan to be executed successfully, the context of the classroom must be shaped to create a better understanding of the environment that I wish to teach. I developed a classroom that is a close reflection of my old high school, Ponderosa High in Parker, Colorado. The Douglas Country school district, from which Ponderosa resides, has developed a vision for their students to “acquire the knowledge and abilities they need to be responsible citizens who contribute to our society” (Rights & Responsibilities PHS). Ponderosa offers an abundance of extracurricular activities, clubs (FBLA, choir, theatre), and a vast amount of excellent programs for students. Ponderosa has similar demographics of the community, student teacher ratio, socioeconomic status, and suburb location that I hope I am given the opportunity to be placed in as a first year teacher. The school operates on a block schedule, with periods that range from 60 to 90 minutes in length. Specifically, this class will meet on Monday, Wednesday, and Friday for 60-minute increments lasting the full academic year of 36 weeks.

Context of my students and school:

- ❖ 9th grade English Language Arts
- ❖ 20-24 students
- ❖ Racial and ethnic demographics: 90% white, Hispanic or Latino 5.5%, 2.0% Asian, 1.0% African American, .5% Native American, 1% all other ethnicities
- ❖ Ratio of girls to boys is 1:1
- ❖ Free and reduced lunch: 1%
- ❖ 1-2 students with an IEP and 2 students who are ELL
- ❖ Majority of students are involved in after school programs and sports
- ❖ Majority of students in 9-10 grade ride the bus, 11-12 grade drive themselves to school

Context of the community:

- ❖ Middle to upper class families
- ❖ 71% of population is married couples living together
- ❖ Majority of families have one working and one stay-at-home parent
- ❖ Parents are highly involved with volunteering and after school activities
- ❖ Most parents have college bachelors degrees

Classroom Diagram

My classroom will be designed in such a way that encourages equality and individuality among my students. The feel of the furniture layout will exude a welcoming vibe, perfect for open discussion and comfort to share thoughts. The semi-circle arrangement is conducive for optimal engagement, as students will have a clear view of the white board, their peers, and myself during classroom dialogue. The structure of desks will allow for students to feel equal to their peers. Students will never have to stare at the back of another's head or worry about their eyesight affecting their productivity in the classroom. The design encourages the importance of whole class discussion and the prominence of vast opinions among students.

I will also arrange the desks in a way that allows space amongst them; so one student does not feel as if their personal workspace is limited. The space in between the desks will allow room for the students to meet in the center of the circle to complete group work on the pillows gathered together in fours on the floor. The pillows in the center create a learning environment that welcomes easily accessible collaboration of ideas amongst the students. These pillows will be stacked in a corner of the room when not in use to create an atmosphere that does not constantly feel cluttered. Getting out of their seats and moving to congregate on the floor allows students to release their energy and refocus their attention in a new environment surrounded by varying peers.

In the other end of my classroom, I wish to have a reading nook in one corner. I will have two bookshelves filled with novels I would like my students to use as outside resources, fun reads, and tiered texts in order to give them multiple options to expand on for assignments. This library will help students magnify their knowledge, search for unanswered questions, and become enveloped with a new love for a specific genre of writing. The comfy chairs will give students an "escape" to a homey environment that allows them to be relaxed.

The overall purpose for the layout of my classroom permits easy flexibility for differentiated lessons. My design will allow me to easily divide my students whether by group, individually, whole, class, by their learning style, or learning level as each unit occurs. The varieties will hold students engaged, interested, open to new ideas, and most notably ready to learn.

Overarching Concept:

Coming-of-age through Literature

The overarching concept I will use for my yearlong lesson plan is the theme: coming-of-age through literature. I believe this premise is appropriate for 9th grade students, as they are experiencing many social, bodily, and inner-self changes when they face the world each day. Each child comes to the table with a different set of cards, a different background, and a support system. As a teacher I believe it is great to be cognizant of student differences. This lesson plan will pose the opportunity for students to feel acceptance and belonging in the community of my classroom. The transition from childhood into adulthood is not always easy, thus I want my students to know they are not alone in this stage of uncertainty. Through written expression, I want my students to gain awareness of the benefits and also the downsides they will experience when becoming a respected adult in society. I believe that a classroom focused around multiple perspectives of everyday adolescents will be an effective way to reach my students on a deeper level. Students will be assigned poems, articles, novels, short stories, and multi-media that they can relate to personally. I believe that the encouragement of a student's growth and development as an individual parallels directly with their progress as a strong reader and writer. The more comfortable they feel in their surroundings, the more open students will be to sharing their own personal experiences of change with their peers and myself.

In relation to the context of the school that my yearlong plan is designed for, the assigned readings will range in cultures, ethnicities, genders, and points of view. This variety of materials is significant because the majority of my students are not exposed to many differences in their own community. I will include texts in the classroom that reflect on adolescent distinctions in regards to race, ethnicity, and socioeconomic status. My students will be able to recognize the similarities and differences as they read the varied text, which are also key steps they must take in their own lives to become individuals. As my 9th grade students begin their transition from adolescence to adulthood, I want them to have a better understanding as to how teenagers grow and develop in additional environments from their own. However, I will not exclude texts that discuss children who are dealing with experiences that are similar to their own, prominently white, privileged surroundings. Just as in real life, students must be aware of what characteristics they use to define themselves and what characteristics their peers use as well. This yearlong plan will take 9th grade students through individual and class adventures that coming-of-age experiences entail.

Standards Addressed

The following standards that will be attained during my yearlong plan: Coming-of-Age through Literature, parallel the Colorado Department of Education Ninth Grade Standards revised in December of 2010.

Standard 1: Oral Expression and Listening

1. Oral presentations require effective preparing strategies
 - a. Students will be expected to use verbal and nonverbal techniques of communication through acting out a play they have created, participating in small group discussions, and defending their opinions in a Socratic seminar. During the Socratic seminar and whole class discussions, students will have to use effective delivery skills to persuade the audience as to how and why their viewpoint is valid.
2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention.
 - a. When creating their own play in class, students will have to integrate many different forms of information to back up the credibility and validity of the information they are presenting. As students write a collaborative poem together, they will participate with a group to problem solve and make key decisions when setting goals for their ending result. During Socratic seminars and small class discussion students will evaluate, clarify, and take respective notes on developing arguments, ready to give feedback when they deem necessary.

Standard 2: Reading for All Purposes

1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison.
 - a. Students will critically break apart the complex personalities and traits of literary characters experiencing coming-of-age dilemmas. They will be required to identify a central theme of each novel, paying close attention to the different ways the themes emerge throughout the text. Students will be asked to write a paper comparing and contrasting complex characters and author's choices of textual structure. Identification of verb tenses, parts of speech, and points of view will be addressed when analyzing appropriate texts for some specific units.
2. Increasingly complex informational texts require mature interpretation and study.

- a. Students will read historical speeches where they will be asked to evaluate the credibility of statements and analyze the unfolding of a central idea in a summary. Students will read journals from adolescents that will require organization of the information they are soaking in, while making connections to other texts and their own lives. Students will also investigate series of ideas presented in a lyrical format along with short stories, delineating the author's intent.

Standard 3: Writing and Composition

1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language.
 - a. Students will be assigned personal journals, poems, and song lyrics in which they will write narratives of personal experiences using a range of literary techniques of poetic language, figurative, and graphic elements. Students will work through the review and revision process to perfect their writing to the best of their ability, gaining awareness of their strengths and weaknesses. Students will also analyze short clips from films and short stories to analyze expressive language.
2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.
 - a. Students will research a specific current event to argue their opinion and gain their own independence with the strength of voice they put into their writing. They will introduce a claim; create a thesis and develop it through their writing with proper evidence to back up their claims.
3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.
 - a. Students will work with either partners or small group to edit their writing, looking for proper English conventions of capitalization, punctuation, and spelling. When revising writing, students will be asked to turn in a brainstorm of their ideas, with a rough draft to follow before the final draft is turned in to be graded. With that skill students will develop and strengthen their writing.

Standard 4: Research and Reasoning:

1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions.

- a. Students will use multiple journals of others to develop their own personal collection of entries. They will integrate information from multiple sources when researching an appropriate song to remix, comparing and contrasting two novels, studying poetry, and locating historical definitions to explain in greater depth the reasoning in text. Students will be asked to explain the rationale behind the effectiveness of their evidence they have found in their research through a Socratic seminar and small class discussions.
2. Effective problem-solving strategies require high-quality reasoning.
 - a. This will be heavily prominent in the student's cumulative assessment of creating a graphic novel. Students will be asked to accumulate knowledge gained from one of the specific coming-of-age units, delving into the details and rationale as to why adolescents act and react in different environments.

Units

Unit Sequencing Rationale:

Units will be taught in the following order:

- 1) Self-Identity
- 2) Family Values
- 3) Social Expectations and Peer Pressure
- 4) Love
- 5) Rebellion
- 6) Independence

My units are placed in a similar sequence to the order in which children journey through maturity. I chose to open the year with self-identity, so that children can develop a sense of who they are in relation to their peers and what defines them. My 9th grade students will be fresh out of middle school, unsure of what makes them stand out from the sea of high school students. They will read a novel and some poetry that allows them to see insight into the differences and similarities they share with other adolescents. Discovering self-identity through writing their own poetry together and separately will help them come to an understanding of what makes them and their peers individuals. Students will come to find that being different is a positive aspect of ones personality. This will create an open atmosphere, where children are accepting and respectful of others because they will feel as if they have found an environment they belong to. This unit will be a fabulous icebreaker to help students warm up to each other as well as the new idea of being an individual.

My class will then move on to the short unit of family values, as humans can also define themselves by the relationships that surround them. Reading actual journal entries from adolescents around the country regarding family relationships, will allow students to gain insight into effective methods to express their own feelings about their family's expectations of them in personal journals. Analyzing video clips from famous movies, students will see differences in the stages of relationships that most adolescents experience with their families. They will also be able to analyze what values the characters in the movies have placed upon them by their families. Students will be allowed to express their emotions through song writing as well, enquiring into what their family has taught them about life and moral lessons, which are things that can be challenged in the process of growth.

Transitioning from family values into social expectations and peer pressure is a great way for students to see the challenges they may face between what their family and their friends expect of them. There are many new peer pressures 9th graders will come across in high school, thus it is important for students to be aware of all points of view they are going to experience. In and outside of school, students will potentially be confronted with drugs, sex, bodily issues, and other temptations that may challenge the values their family have instilled in them. Students will critically read two novels, comparing and contrasting the temptations the characters face. Reading these specific novels will give the children adolescents they can relate to on a personal level and know that through the peer and social pressures they are experiencing, they are not alone.

Love is an exciting topic for young adolescents, as they are experiencing new hormones, feelings, and bodily changes. As human nature goes, most are programmed to look for mate or companion that they are attracted to on many levels. We will dive into what kinds of love exist; helping students grasp the changes they will come across with their emotions. Students will be allowed to express themselves through acting, as they will be assigned a play in which they will learn how to express emotion into spoken words. They will learn that although relationships can be happy and carefree, there are also times when significant others act oddly because of the overwhelming emotions they are experiencing.

The class will then transition into the unit of rebellion. Children have the natural urges to act out against their mentors, friends, lovers, and enemies in a form of rebellion that marks their individuality. We will critically analyze through writing, the rebellious characters from novels and find the root cause of their defiance. We will also read famous historical speeches, where members of society have used rebellion in order for their voice to be heard clearly. As students become aware of rebellious acts through literature, they will be able to recognize recklessness in their own lives and pinpoint ways of resolving such issues. Students may also realize the purpose behind their search for independence through their own acts of rebellion.

With rebellion, acts of independence stir, which is the final process in growth and development in adolescence. The year will be wrapped up in the unit of independence, where students will discover the freedom and beauty that lies behind a person who has a good grasp of who they are and what they want out of life. Students will have the chance to write a paper where they will be asked to take a stance on a current topic they can relate to in society, and argue to the class as to why the point they are making is valid. Finding the courage to speak your opinion is a

large aspect of independence, as children will find the courage to stand up for what they believe in. Independence is the rewarding end of the journey as adolescents experience coming-of-age.

Unit 1: Self-Identity (7 weeks)

This unit's main focus centers on the idea of "what defines YOU as an individual." It will include the reading of literature and personal journals taken from diverse authors in order for children to feel that the text is relevant to them. Students will study the thoughts of adolescents that define themselves with faith, extracurricular activities, relationships, bodily issues, and pop-culture.

Standards Addressed:

- 2.2.f: Students will critique adolescent authors choices from the books *Red* and *Our Boys Speak* to determine the method in which they are conveying their message.
- 3.1.a: Students will write narrative journals to develop personal experiences of their own using specific details and an organized structure format.
- 4.1.a: Students will research the internet for a multitude of songs and their meanings relating to identity, creating their own lyrics off of information they have accumulated.

Assessments:

- Students will keep a daily journal of things that they notice about their feelings, opinions, and daily observations of the emotions they experience each day. When writing, they must keep in mind, how those emotions define them and ask themselves why they feel the way they do. What are their daily observations as to what sets them apart from the crowd? They will use the readings they have completed from the books *Red* and *Our Boys Speak* to analyze their journal writing styles, having examples to create their own.
- There will be a writing prompt where students will be asked to research a song regarding self-identity and create their own lyrics of a song regarding their own expression of such.

Materials for Unit:

Unit	Fulcrum Text(s)	Drama	Non-Fiction	Poetry	Short Stories	Multi-Media & Art
1) Self-Identity: 7 weeks	Excerpts from the book <i>Red</i> and <i>The Boys Speak</i>			“The Pink Car” by Mark Halliday,		“She Likes me for Me”- Third Eye Blind, “My Humps”, the BEP

- I chose to incorporate the books *Red* and *The Boys Speak*, because both novels are a collections of real journal entries collected by their respective editors, regarding adolescents issues of hormones, love, body changes, relationships, and family troubles. These journals will pose as a good example for the students when they write their own personal journals. The novels also serve as talking points for class discussion, where students will feel more comfortable openly talking about things that set them apart from the crowd, because the children in the novel had to courage to speak their minds.
- “The Pink Car” by Mark Halliday, is a poem that speaks about a car that is proud for what it is and why it was built in a certain way. This expression and metaphorical poem will spark discussion about what makes the students proud about whom they are as individuals.
- The songs “She Likes Me for Me” and “My Humps” both cover the issues of song writers coming into acceptance of who they are and what makes them different. The songs are past top 40 hits that the children have most likely been exposed to, thus they will feel as if they can relate to the authors, enjoying their creativity. These songs are meant to inspire the students when they create their own song lyrics about themselves.

Weekly Breakdown:

1. Introduction to the class and self-identity (“The Pink Car” poem by Mark Halliday)
2. What makes you different? (*Red* and *Our Boys Speak*)
3. Begin creating personal journals in class, sharing in groups likes and dislikes regarding, pop-culture, faith, extracurricular activities, and relationships (Journal writing)

4. Emotion through text (*Red* and *Our Boys Speak*)
5. Songs are forms of self-expression (“She Likes Me for Me,” “My Humps”)
6. Rhyme scheme and figurative language in song lyrics (Computer lab)
7. Creating your own lyrics through research and creativity (Self-Expression song)

Unit 2: Relationships with Family (4 weeks)

This unit will divulge into the ever-changing relationships adolescents hold with their family. What does my family mean to me? Will I live up to my family’s expectations? Family is not limited to those who are biologically related to you as well. Students will work towards the goal of understanding their own development in regards to their relationships within the context of family. There will be lots of multimedia used in this unit such as movie clips, songs, and poems that show how adolescents define family in their lives. Students will be asked to write their own poem regarding their family relationships.

Standards Addressed:

- 1.2.a: Students work in groups to develop a poem, building on one another’s creativity and expressing their own ideas in a persuasive method.
- 2.1.b: Students will read *Cupcake*, analyzing how the characters interact with each other and how the relations develop throughout the text.
- 3.1.b: Students will write their own poem explaining the way they define their family using a range of poetic techniques.

Assessments:

- Students will be asked to write a group poem together regarding what family means to them.
- Also a two page poem will be assigned, in which the students write in a specific style that we have learned in this respective unit, that addresses how their own family dynamic works.

Materials for Unit:

Unit	Fulcrum Text(s)	Drama	Non-Fiction	Poetry	Short Stories	Multi-Media & Art
2) Relationships with Family: 4 weeks	<i>The Hunger Games</i>			“Family Secrets”- Raymond Foss, “The End”- A.A.Milne, “Human Family”-		Clip from Cloudy with a Chance of Meatballs, Clips from the Lion King, Clip

				Maya Angelou		from Mean Girls
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- *The Hunger Games* is a novel which depicts a strained relationship between a mother and her daughter, a strong sister bond, and a fatherless family. The main characters in the book are teenagers, whose lives revolve around the loyalty in their family relationships. This book will give children characters to relate to, as there are many positive and negative relationships that occur.
- “*Family Secrets*,” “*The End*”, and “*Human Family*” are all poetic expressions that focus on the importance of family. Each poem is also written in a different form, which can be used as a great example for different styles that poems can be written in.
- All clips from *Mean Girls*, *Cloud with a Chance of Meatballs*, and *the Lion King*, are effective portrayals of dynamic family relationships. All three movies focus on the many facets of families whether they be dysfunctional, disapproving, strict, or loving.

Weekly Breakdown:

1. What defines a family? (*The Hunger Games*)
2. Many forms of Poetry: Poetic Family Expression (Group Poetry project, “*Family Secrets*”- Raymond Foss, “*The End*”- A.A. Milne, “*Human Family*”-Maya Angelou)
3. Family Dynamics and Expectations through figurative language (Clip from *Cloudy with a Chance of Meatballs*, Clip from *the Lion King*, Clip from, Clip from *Mean Girls*)
4. What does my family expect of me? (Continuation of movie clip analyzing, family poetry paper)

Unit 3: Social Expectations and Peer Pressure (8 weeks)

Social expectations and peer pressure are two of the biggest ideas adolescents grapple with in their day-to-day life, thus the length of unit 3. Students will ask themselves the questions of why and what group do I belong to in high school? What kinds of peer pressure exist? We will read texts that share stories of children who made positive and negative choices because of what they felt was expected of them in society. Students will write a journal told from the perspective of another

adolescent who is dealing with a specific peer pressure. This unit will focus greatly on the literature elements of point of view and verb tenses.

Standards Addressed:

- 2.1.c: Students will analyze how authors utilize plot structure, paying close attention to verb tenses, parts of speech, and points of view.
- 3.1.c: Students will refine and create a journal, from a different point of view of their own. They must find an effective expression of voice for their imaginary teenager through their writing, keeping in mind specific vocabulary and sentence structure.
- 3.3.c: Students will draft, revise and edit journals that they create.

Assessments:

- Students will take a multiple choice exam with excerpts from the books: *Monster: Autobiography of an L.A. Gang Member*, *The Earth, My Butt and other Big Round Things*, and “Bernice Bobs her Hair,” that entails defining verb tenses and points of view.
- Students will create a journal from the point of view from the main character of *Monster: Autobiography of an L.A. Gang Member* with peer pressures and societal expectation struggles.

Materials for Unit:

Unit	Fulcrum Text(s)	Drama	Non-Fiction	Poetry	Short Stories	Multi-Media & Art
3) Social Expectations and Peer Pressure: 8 weeks	<i>The Earth, My Butt, and Other Big Round Things</i>		<i>Monster: Autobiography of an L.A. Gang Member</i>		"Bernice Bobs Her Hair," F. Scott Fitzgerald	Clips from The Breakfast Club

- I chose the book *The Earth, My Butt, and Other Big Round Things*, because the main premise of the novel is focused around a girl who has serious bodily issues, constantly worrying about fitting in and being “cool” with the opposite sex.
- *Monster, Autobiography of an L.A. Gang Member*, is a novel that will show students a different perspective of the lifestyle they grew up in. The main character is part of a highly dangerous gang, who deals with the pressure from his gang affiliated friends and the expectations placed upon him because of the social choices he makes.

- “Bernice Bobs her Hair” is a short story written by F. Scott. Fitzgerald, is a short story about a young girl who is a part of the popular crowd, yet she doesn’t understand why she isn’t as liked as the other girls in her group. She deals with seeking the approval of those around her, dealing with hurtful gossip and mean girls as she comes to terms with who she is.
- Clips from the Breakfast Club will be incorporated into the classroom to show that students from vastly different backgrounds, social groups, and socioeconomic statuses are forced to attend detention together. The moral of this movie shows adolescents that acceptance of others for their differences, is the only thing that really sets them apart from a different “crowd.”

Weekly Breakdown:

1. What is peer pressure? (*The Earth, My Butt, and Other Big Round Things*)
1. Points of view and verb tenses (*The Earth, My Butt, and Other Big Round Things*)
2. Cliques and “Groups” (Clips from the Breakfast Club)
3. Where do I fit in? (“Bernice Bobs her Hair”)
4. Introduction into writing from a different point of view (Journal assignment)
5. Societal Expectations (*Monster: Autobiography of an L.A. Gang Member*)
6. Reacting to Peer Pressure (*Monster: Autobiography of an L.A. Gang Member*)
7. Drafting and Revision (Journal assignment)

Unit 4: Love (6 weeks)

Unit 4 will explore all depths on the topic of love. How many kinds of love exist? What are the differences between a healthy and unhealthy relationship of love? What entails infatuation versus love? This unit will stress great importance on Shakespeare and a collection of his romantic plays. Students will focus on the emotions that go along with love, and the kinds of love they wish to have or already have in their life. This unit will include an assignment to create a play that students must collaboratively produce in small groups, explaining how they define love. Emphasis will be placed on character development in literature.

Standards Addressed:

- 1.1.b: Students will use verbal and nonverbal methods through acting out their definition of “love” to the class.
- 1.2.a: Students will work in groups to create a play, exercising good decision-making and goal planning.

- 2.1.b: Students will analyze character development of a Shakespearean play, in regards to their motives of love and interactions.

Assessments:

- Students will create a play in small groups, explaining how they define love through acting. The play must be a minimum of three acts, with a written script that has been memorized. They must display good character development and tone with their oral presentation to the class of their play.

Materials for Unit:

Unit	Fulcrum Text(s)	Drama	Non-Fiction	Poetry	Short Stories	Multi-Media & Art
4) Love: 6 weeks		“Romeo and Juliet”- The Graphic novel		“How do I Love Thee”- Browning, “The Big Heart” Anne Sexton, “I Carry your Heart”- E.E.Cummings, Shakespearean Sonnets	A&P-John Updike	Clips from Romeo and Juliet (Leonardo Dicaprio movie)

- “Romeo and Juliet” The Graphic Novel will be an aesthetically pleasing way to introduce my ninth grade students to Shakespeare without overwhelming them with confusing text. The main character Romeo and Juliet are star-crossed teenage lovers, torn apart by their feuding families. This novel will show students the extremes that some go to when they simply cannot be apart. I also chose to incorporate the graphic novel version of Romeo and Juliet in order for the students to have an elaborate example of what I expect of them for their cumulative assessment.
- “How do I Love Thee,” “The Big Heart,” and “I Carry your Heart,” are all poems that focus on the emotions of love lost and love gained. These poems will be utilized to show students how to analyze the intensity of young emotions.
- I incorporated “A&P” by John Updike into my lesson plan to spark class discussion about the different kinds of love. This specific short story focuses on the differences of lust vs. love.

- As my students will be creating and performing their own play reflecting on their groups idea of love, clips of “Romeo and Juliet” the movie with Leonardo Dicaprio will be played to show another way to re-tell a classic love story.

Weekly Breakdown:

1. Transitioning into love by asking what kinds of love exist? (*A&P* by John Updike)
2. Examining Emotions: Poetry of Love (“How do I love thee”-Browning, Anne Sexton “The Big Heart,” E.e Cummings “I Carry your Heart”)
3. Sonnet Meter and Rhyme scheme (analyzing Shakespearean sonnets and language)
4. Young, reckless love expressed through art (“Romeo and Juliet”-the graphic novel)
5. Tone and voice (“Romeo and Juliet”, creating a “Love” play)
6. Oral Communication (acting assessment)

Unit 5: Rebellion (6 weeks)

In this unit, students will discuss the acts of rebellion that occur with their journey to maturation. We will analyze the similarities and differences between the main character of *The Perks of Being a Wallflower* and *The Catcher in the Rye*. Why do we rebel? What causes us to act against what we are told is the “right” thing to do? There will be lots of class analyzing of rebellious acts that have been made in the past 100 years of writing.

Standards Addressed:

- 2.2.d: Students will analyze the similarities and dissimilarities of two texts.
- 3.2.a: Students will write a persuasive paper, comparing and contrasting the effectiveness of rebellion used in two texts.

Assessments:

- Students will be asked to construct a three-page paper comparing and contrasting the main characters reasons for rebellion in the books *The Catcher in the Rye* and *The Perks of Being a Wallflower*.

Materials for Unit:

Unit	Fulcrum Text(s)	Drama	Non-Fiction	Poetry	Short Stories	Multi-Media & Art
5) Rebellion: 6 weeks	<i>The Perks of Being a Wallflower,</i> <i>The Catcher in the Rye</i>		“I have a Dream”-MLK, William Faulkner Noble Peace Prize Speech		“A Slight Rebellion off of Madison”- J.D. Salinger	

- *The Perks of Being a Wallflower* is a novel that is narrated by the main character, allowing the readers to see a deeper insight into a curious teenage boy whom takes risks to fit in with his new friends. His awkward journey with rebellion causes him to battle with moral issues between what is right and what is wrong throughout high school.
- *The Catcher in the Rye* is a classic novel dealing with teenage angst and rebellion from society. Holden Caulfield the main character, who is in a mental institute for his diagnosed insanity, tells the story of his rebellion from the norm. He battles sexuality; anger with his parents, and acts as an adult to escape his boring life of people who don't understand him. This book is an effective tool to use when expanding on morals in the classroom.
- "I Have a Dream," and William Faulkner's Noble Peace Prize Speech are pieces that depict historical acts of Rebellion. The students will listen to these speeches to grasp an idea of effective oral representations of rebellion.
- "A Slight Rebellion off of Madison" will be utilized as an introduction for the challenging novel *The Catcher in the Rye*. This piece will help students understand the reasons for Holden Caulfield's insanity along with the writing style of J.D. Salinger.

Weekly Breakdown:

1. Introduce rebellion: What is a rebel? (Faulkner Noble Peace Prize Speech, "I Have a Dream", "A Slight Rebellion off of Madison")
2. What causes us to go against what is right or fight for what is right? (*The Catcher in the Rye*)
3. Continuum of Morals vs. Rebellion (*The Catcher in the Rye*)
4. Curiosity (*The Perks of Being a Wallflower*)
5. Persuasive essays (*The Perks of Being a Wallflower, The Catcher in the Rye*)
6. Comparing and Contrasting character motives (*The Perks of Being a Wallflower, The Catcher in the Rye*)

Unit 6: Independence (5 weeks)

Unit 6 will entail a class debate, where students are asked to take a stance on a current topic on society that is up for scrutiny. Individually, students will present to the class, showing their independence to speak out, why they believe the points they make in their persuasive essay are valid. There will be an abundance of Socratic seminars in this unit along with group work as students find their own voice in their writing. The literature element that will be emphasized is voice and individual creativity in writing and reading.

Standards Addressed:

- 2.2.g: Students will evaluate the arguments and specific claims made in multiple pieces to determine valid evidence from invalid statements.
- 3.3.b: Students will present work that is clear and coherent with the choice of appropriate purpose, task, and audience.
- 4.2.c: Students will utilize their knowledge to articulate an effective process to solve a problem through thorough reasoning.

Assessments:

- Students will be asked to work in a group and research a specific current event regarding an independent act that is argumentative. Students will individually prepare their own talking points for the class Socratic seminar; yet present all points and research for their respective topic as a whole to the class.

Materials for Unit:

Unit	Fulcrum Text(s)	Drama	Non-Fiction	Poetry	Short Stories	Multi-Media & Art
6) Independence: 5 weeks	<i>Great Expectations</i>		Newspaper Articles regarding current day issues in the world		“Arby” by James Joyce	

- *Great Expectations* is a novel about a young boy Pip who experiences a life of independence away from his family, as he is an orphan. He must grow and develop into an adult on his own means, forcing him to become a strong individual through the hardships of being alone. This is a wonderful book to use for in depth character analysis, as Pip is a very multi-dimensional character.
- Students will read articles from newspapers regarding current day issues in the world in order for them to have accurate and relatable resources when they show their own independence by arguing their belief on a current topic.
- “Arby” by James Joyce is a short story about a boy on the verge of becoming a man and his obsession with a young girl. This boy finds his independence as a means of impressing the girl he is infatuated with.

Weekly Breakdown:

1. Independence: only the beginning to the end of Coming-of-Age (“Arby”, *Great Expectations*)
2. Portrayal of art through literature (Introduction to final Graphic novel project, *Great Expectations*)
3. What makes Pip an independent adolescent, what makes you independent (*Great Expectations*)
4. Debating for what is right: Socratic Seminar (Research argumentative paper with current day issues)
5. Presentation of final projects (tying in everything that was covered this semester)

Culminating Assessment

The final project for my class will be a cumulative assessment of the students learning about the years’ overarching theme: “Coming-of-Age” through creating their own chapter of a graphic novel, synthesizing knowledge gained from the year’s engagement with the texts and classroom activities.

This assessment will combine the courses attention to the stages of growth and development as a young adolescent in modern day society.

Instructions:

1. Draft ideas either from a profound experience in your life, or a scene from your favorite novel/text we covered this year. The theme should fall under, self-identity, relationships with family, social expectations and peer pressure, love, rebellion, or independence.
2. Your chapter should include:
 - a. At least 20 frames, but not limited to that amount
 - b. Dialogue between characters
 - c. Setting of the scene
 - d. Show understanding of a Coming-of-Age event and why its important
 - e. Premise should be easy to understand
 - f. You will not be graded on artistic ability, but effort instead
3. You will be given four weeks to complete the assignment.
4. During the last week of class you will present your favorite frame from the chapter you created, in a small group.

Analysis of a Work of Art:
Creating A Graphic Novel

CATEGORY	4	3	2	1
Description	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Descriptions are not detailed or complete.
Analysis	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.	Has trouble picking out the dominant elements.
Interpretation	Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student can relate how the work makes him/her feel personally.	Student finds it difficult to interpret the meaning of the work.
Evaluation	Uses multiple criteria to judge the artwork, such as composition, expression, creativity, design, communication of ideas.	Uses 1-2 criteria to judge the artwork.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	Evaluates work as good or bad based on personal taste.

English Language Arts Skills					
	Reading	Writing	Speaking	Listening	Viewing/Visually Representing
Unit 1	X	X		X	X
Unit 2	X	X		X	X
Unit 3	X	X			X
Unit 4	X		X	X	X
Unit 5	X	X	X		
Unit 6	X	X	X	X	X

Standards Elements						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.1.a.						X
1.1.b.				X		X
1.1.c.						X
1.1.d.						X
1.1.e.						X
1.1.f.						X
1.2.a.		X		X		
1.2.a.i.		X		X		
1.2.b.		X		X		
1.2.c.		X		X		
1.2.d.		X		X		
1.2.e.		X		X		

1.2.f.		X		X		
1.2.g.		X		X		
2.1.a.			X			
2.1.b.		X	X	X		
2.1.c.		X	X	X		
2.1.d.		X	X	X		
2.1.e.		X	X	X		
2.1.e.i.		X	X	X		
2.1.e.ii.			X	X		
2.1.f.			X	X		
2.2.a.	X				X	X
2.2.b.	X				X	X
2.2.c.	X				X	X
2.2.d.	X				X	X
2.2.e.	X				X	X
2.2.f.	X				X	X
2.2.g.	X				X	X
2.2.h.	X				X	X
3.1.a.	X	X				
3.1.a.i.	X	X				
3.1.a.ii.	X	X				
3.1.b.		X	X			

3.1.c.		X	X			
3.1.d.		X	X			
3.1.e.		X	X			
3.2.a.						
3.2.a.i.					X	
3.2.a.ii.					X	
3.2.a.iii.					X	
3.2.a.iv.					X	
3.2.a.v.					X	
3.2.a.vi.					X	
3.2.a.vii.					X	
3.2.a.viii.					X	
3.2.a.ix.					X	
3.3.a.i.					X	
3.3.a.ii.					X	
3.3.a.iii.					X	
3.3.a.iv.					X	
3.3.b.			X			X
3.3.c.			X			X
3.3.d.			X			X
4.1.a.	X					
4.1.b.	X					

4.1.c.	X					
4.1.d.	X					
4.2.a.	X					
4.2.b.	X					
4.2.c.	X					X
4.2.d.	X					