

Mark Curcio

Who Am I? : Identity Formation Through Literature

For Eleventh Grade

Note: The following unit plan has been adapted in small chunks from Tara Stuart's "Who Am I? : A Unit of Self-Discovery Through Literature" located at <http://www.coe.uga.edu/~smago/VirtualLibrary/Stuart.pdf> with consent given at that website.

Rationale

According to many educational philosophers, teachers, and researchers including John Dewey, Jamie Myers, and Richard Beach, identity formation, sense of self construction, values clarification, search for belonging and self-exploration are all important traits in the learning process for high school students. High school is a time of self-doubt. Teenagers face issues such as peer pressure, physical and social awkwardness, parental expectations, and confusion about identity on a daily basis. The pressure of "fitting in" can feel insurmountable during adolescence.

I believe it is important to help scaffold students during this stage of self-discovery. After sitting in a number of classes, I have recognized that some ideas of identity formation seem useful and beneficial, yet none have really moved my way of thinking. During the reading of Chapter 7 in *Inquiry-Based English Instruction* by Beach/Myers, I designed my own formula in the shape of a "triangle" comprised of three interconnected points. These three points of the triangle include: social worlds (peers), identity development, and something of extreme interest to me, intellectual growth. All three of these points are what my unit is hoping to establish for my students who take part in it. Create social worlds and peers through daily activities and reflections, establish and develop an identity, and take skills learned and retooled throughout the unit such as writing and be able to label it as intellectual growth enabling students to take it on to personal endeavors/goals wherever writing is necessary for excellence. Rewrite this last sentence.

In my opinion, teachers should never suggest to students who they should be or how they should live. Instead, it is our duty to introduce students to the ways that a variety of people live in order to help our students explore options for themselves in their own lives. I subscribe to the idea that literature should be read as both a window and a mirror - as a window to see how other's live their lives, and as a mirror to see oneself in the literature. By exposing students to a variety of literature, I hope to help them better understand themselves and connect with society at large.

In this unit, we will be using only one novel entitled, *The Curious Incident of the Dog in the Night-time*, written by Mark Haddon. The story is about an autistic boy named Christopher who takes part in a quest in order to find truth, friendship, understanding, and most important of all, identity. Considering this fits perfectly with my unit, I wanted to tie in Christopher's sickness of autism with my students and allow them to view their own lives through "autistic glasses" which I will provide for them wear when they write in their object identification journals.

These journals' sole purpose is to not only get them to write, which I favor considerably in my pedagogical practices, but to get them to notice things in their lives with extreme detail and understanding so that they can pinpoint certain objects of their lives that mold their identities and interests. Each day I will bring in a new object and allow ample time for each student to write at least a page explaining the object in extreme detail much like Christopher does in the novel. Some things I will ask for will be the object's physical appearance, what it is used for, a personal story behind the object, how Christopher would react to the object, comparisons to Christopher, poems about the object, etc. The opportunities and choices are endless and my hope is that this will give students creative freedom to respond to the readings in a more natural and personal way. Their journals will be collected at the end of the year for a grade to show progress and understanding of the material.

To create an understanding for the novel's plot and story, each day will consist of activities based on the reading assignments from the night before. Simply, whatever Christopher does in the reading the night before, students will copy and do the same. This, in essence, will enable the students to step into Christopher's shoes and go through the quest along with Christopher to create interest and understanding of the novel at its highest degree.

There will be two culminating projects for this unit in the form of a creative writing short story project written on the last day of class and a unit essay with the topic of whatever the student chooses to write about. I chose the multi-genre format because it will allow students to be creative and assert their own identities through their papers. I provided a list of possible topics, but in the end, it really is up to the student as to what the essay should be about. I believe that the more freedom and ownership we give students in school, the more they will enjoy, and ultimately learn, from their classes. I also believe that by allowing students to work within a variety of genres, I am creating a more equitable classroom. Students who are more gifted at expressing themselves artistically, persuasively, analytically, etc. can do so. These will be due at the end of the unit, but I will give students class time to work on them so they can receive help from their peers as well as me.

The unit project is a short story written on the last day of class by each student. The assignment is simple: Tell the story of a Quest the student once had that defines him/her as a person, student, son, daughter, brother, sister, teammate, or some other identification in society. The story must include a beginning, an ending, and reasoning for choice of story. The project must be written in the style of an autistic child, so description and reasoning emphasis is strongly encouraged.

This is the perfect conclusion to the unit because it will express all the goals of the class: the development of an identity, to take the literature and shape it into your own words to write as an autistic child, to express yourself in writing and be comfortable with your writing, to show progress from day one in writing, and to show fully how much each student grasped the information learned in the daily readings, activities, and journal entries.

Tara Stuart's Reference List:

Chapman, C. & King, R. (2005). *Differentiated assessment strategies: One tool doesn't fit all*. Thousand Oaks: Corwin.

Erikson, E. (1968). *Identity: Youth and crisis*. New York: W. W. Norton.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: HarperCollins.

My Reference List:

Beach, R. & Myers, J. (2001). *Inquiry-Based English Instruction: Engaging Students in Life and Literature*. New York: Teachers College.

Goals and Accompanying Rubrics:

The purpose of this unit is to use the text of *The Curious Incident of the Dog in the Night-time* by Mark Haddon to establish an identity of “Who Am I?” through reflective writing comparing the experiences of the main character Christopher to students’ experiences. In accompanying this main purpose, students will also understand the disease of autism by practicing writing as an autistic child. By wearing these “autistic glasses”, students will be able to explore their worlds in a detailed and descriptive manner through daily activities and projects. These daily projects will reflect the activities that Christopher partakes in the assigned readings the night before. The writing will be the daily practicing of autistic-style writing culminating with a *Students’ Choice Unit Essay* and a *Final Project* written in class from the perspective of an autistic child and due at the end of the unit.

Goal #1: Students take responsibility for reading at home for homework.

Since the daily projects and activities are based upon the assigned readings the night before, the reading of the novel is of utmost importance in this class. There will be no “pop quizzes” or reading quizzes, but doing readings will parallel directly with 100% participation in the discussions, projects, activities, and final essay.

Goal #2: Object Identification Journals. 50 points out of the final 200.

Students will keep a journal in which they store writings on their responses, reflections, experiences, stories, etc. relative to a particular object. Each day there will a random object brought in and students will write for 5 - 15 minutes (day activity and object depending) on what that object means to them. Go back in memory lane when you came in contact with object or you have a vivid memory involving the object. Example: A blue ball. Get hit in the face in dodgeball

with a blue ball. What did you see? What did it feel like? What did people say? Smells? Sounds? *Do you have a photographic memory like Christopher?* The journals will be collected at the end of the unit, with each “installment” being graded by the accompanying rubric. The final grade for this goal will be assessed by the clarity, creativeness, descriptiveness, and effort of the daily entries.

Rubric for Object Identification Journal

Please pay careful attention to the following requirements as you write in your daily journal.

A journal earning a grade of “A” will:

- Consistently respond in a manner that is highly creative, descriptive, and reflective to the object given. Represent a thoughtful, comparative response to both the object given and the novel by comparing your experience with the object to Christopher’s experience mentioned in the night-before assigned reading or possible experience i.e. how would Christopher respond to the object?

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A journal earning a grade of “B” will:

- Almost always consistently respond in the manner listed above but not always in a productive manner like the “A” range asks for. Entries contain comparative responses, but do not always list comparisons to the readings.

A journal earning a grade of “C” will:

- Be less than fully legible.
- Represent a response to the object given, but struggles to demonstrate comparisons to the readings.

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A journal earning a grade of “D” will:

- Is illegible, sloppy, and/or is difficult or impossible to understand.
- Does not provide the amount of writing possibly sufficient in the allotted time (less than half a page of written material).
- Tells a story of the object, but does so in a *lasse-faire* manner.

A journal earning a grade of “F” will be one that isn’t turned in, or one in which there are gaps because of class cuts representing more than two days worth of in-class writing assignments.

Goal #3: Daily Activities. 30 points out of the final 200.

Throughout the unit on a daily basis, students will be required either to work individually or in groups on activities based on the reading from the night before. Most of the time the goal will be writing, whereas other times the goal will include readings, reflections, art projects, or group projects. The majority of the Participation points (20 out of the final 200) will be based off the Daily Activities.

Daily Activities: Roles and Responsibilities

1. Everyone must be involved and actively listening and participating.
2. No excluding any member of the class.
3. You must be proactive and not need prompting to begin or to stay on task.
4. You must be considerate of others and their feelings and needs.
5. Be productive. Use the time well.
6. Have fun with the activities. These activities are created with the idea of “active learning while having fun” in mind. The student should noticeably be having fun while participating and learning at the same time.

Rubric for Daily Activities:

- A = Consistently follows the above expectations.
- B = Very occasionally falls short on one or more of the criteria.
- C = One of the criteria characterizes your involvement in the daily activities.
- D = Most of your involvement is violating an expectation.
- F = You were an antisocial presence or entirely unproductive.

Goal #4: Unit Essay. 50 points out of a final 200.

I am not a fan of assigning ONE paper question and letting students answer it. Because of this, I am giving students a list of possible essay questions. Students must choose one of these questions to answer and the students’ grade will be dependent upon how well he/she answers the question in conjunction with story plot, character, meaning, symbolism, or any other activity that

we did in class. Rubric and List of Possible Essay Questions will be given to students as noted below.

Possible Unit Essay Questions (2-3 pages):

- Why did Mark Haddon name his book “The Curious Incident of the Dog in the Night-Time” and why did he take it from Holme’s “Silver Blaze?” Connections?
- Compare and Contrast the short story “Silver Blaze” to the novel, “The Curious Incident of the Dog in Night-Time.”
- What did you learn about autism that you didn’t already know before. Use details from the novel, class notes, class discussion, and/or other activities throughout the unit.
- Take one of the object entries from your Object Identification Journal and expand on it. How would Christopher respond to your object and/or situation? Use dialogue from the novel to back up your reasoning.
- Write a book report on “The Curious Incident of the Dog in Night-Time” as an Autistic child. (This is harder than it sounds)
- What is Autism? (This is mainly for those students interested in science or medicine, essay should be research based and in APA style)
- Take any mathematical equation and write an essay on it. (This is mainly for those students interested in math and logistics, essay should be research based complete with charts, equations, formulas, etc.)
- Other topic of interest – MUST BE APPROVED BY MYSELF

Rubric for Unit Essay

A unit essay earning a grade of “A” will:

- Be at least 2-3 pages in length, double spaced, and 12 point font
- Answer the chosen question to the best of the student’s ability complete with textual evidence, reflections, and noticeable knowledge of the subject matter.
- Provide evidence of having been revised through each of the stages including outlining, rough draft, and revisions by peers.
- Have a few minor grammatical errors that do not interfere with the author’s communication of ideas.

A unit essay earning a grade of “B” will:

- Be less than 2-3 pages in length
- Answer the chosen question to the best of the student’s ability but includes only some textual evidence, reflections, and the knowledge of the subject matter is barely noticeable.
- Provides evidence of having been revised through each of the stages of the writing process but is missing one stage.
- Have a decent amount of grammatical errors that interfere with the author’s communication of ideas.

A unit essay earning a grade of “C” will:

- Be less than 2 pages in length
- Answer the chosen question to the best of the student’s ability but includes close to no textual evidence, reflections, and the knowledge of the subject matter cannot be noticed.
- Provides only one stage of the writing process
- Contains a lot of grammatical errors that interferes with the reading and enjoyment of the author’s communication of ideas.

A unit essay earning a grade of “D” will:

- Be only a page long
- Answer the chosen question but includes no textual evidence and reflections.
- Knowledge of subject matter is absent.
- Provides no stages of the writing process
- More than half of the written material is grammatically wrong

Any papers not turned in on the due date will receive an automatic “F,” No exceptions.

Goal #5: In-Class Unit Final Project. 50 points out of a final of 200.

By the end of the unit, students should be ready to engage in the primary unit goal on their own. The development of the students’ final project will be an ongoing process throughout the entire unit, but the actual writing of the project will be done in class on the last day of the unit. The project will ultimately show the students’ understanding of the unit’s primary goal – create an understanding of “Who Am I?” through values of clarification, identity formation, and viewing the world from a different perspective by writing the story in the style of an autistic child. This final project will be introduced to the students at the beginning of the unit to encourage the writing of the project to be an everyday development of ideas based on the activities, readings, and journals. If the student would like to write a much longer final project, he/she is encouraged to do so but it will be due before the In-Class Project is started typed in 12 size font and double spaced.

Final Project – Identity Defining Quest Story

Tell the story of a Quest the student once had in first person that defines him/her as a person, student, son, daughter, brother, sister, teammate, or some other identification in society. The story must include a beginning, an ending, and reasoning for choice of story. Project must be written in the style of an autistic child, so description and reasoning emphasis is strongly encouraged.

There are no restrictions as to what story the student wants to tell, but there are a few guidelines:

- Anything containing sexually explicit material or excessive profanity will not be accepted
- I am required to report any thoughts of or suggestions of violence, suicide, substance abuse, family abuse, or other harmful behavior with the school counselors.

If you have an idea for your story, please feel free to run it by me whenever you want. If you should need help, don't be afraid to see me. We will go over idea creators the day the project is assigned.

- Write your own ORIGINAL story. It should not be an obvious copy of another film, novel, television show, or any other form of printed media. If I find out that you copied or took an idea from another source, you will receive an automatic failure for the project.

Rubric for Final Unit Project

A final project earning a grade of "A" will:

- Tell a creative, interesting, and enjoyable story about a personal quest that helped shape the students' identity
- Be written in the style of an Autistic child
- Be at least 2-3 written pages
- Have a beginning, middle, ending, and reasoning of why story was chosen

A final project earning a grade of "B" will:

- Tell a creative, interesting, and enjoyable story about a personal quest that helped shape the students' identity
- Be written in the style of an Autistic child but sometimes gets out of character
- Not be at least 2-3 written pages
- Be Missing either a beginning, middle, ending, or reasoning of why story was chosen

A final project earning a grade of "C" will:

- Tell a story about a personal quest but fails to either be creative or mention why the story helped shape the students' identity
- Not be written in the style of an Autistic child
- Be less than 2 written pages
- Be Missing two of the following: beginning, middle, ending, or reasoning of why story was chosen

A final project earning a grade of "D" will:

- Have the same attributes of a "C" paper but be only a page long of written material
- Be missing a noticeable beginning, middle, ending, or reasoning of why story was chosen

If student rejects writing the story or the story is not turned in by end of the class period, the student will receive an automatic "F"

Daily Lesson Plans

Homework:

The reading assignments vary in length depending on the material that is covered the following day in class. Most are an average of 20 pages:

For day 1:	1 - 21
For day 2:	22 - 43
For day 3:	43 - 65
For day 4:	65 - 85
For day 5:	85 - 102
For day 6:	102 - 124
For day 7:	125 - 144
For day 8:	144 - 165
For day 9:	166 - 179
For day 10:	179 - 200
For day 11:	Finish Novel
For day 12:	None; work on Unit Essays and/or Project
For day 13:	None; work on Unit Essays and/or Project
For day 14:	None; work on Unit Essays and/or Project
For day 15:	None; work on Unit Essays and/or Project
For day 16:	None; Last day of Unit

It is important to note that I have planned this unit according to block scheduling time constraints. Our class will meet every day for about 40 minutes. If class activities end early, time will be given to work on projects or reading for the next day to minimize the time of homework that night. The way I planned out my unit asks for a maximum of 30 minutes of homework each night. Students are encouraged to read ahead if they would like as long as they don't ruin plotlines for the other students.

Class discussion is intended to be student led, yet I have developed several open-ended questions for many of the assigned readings on noted days.

Grading Rubric:

Participation	20 points
Daily Activities	30 points
Object Identification Journal	50 points
Unit Essay	50 points
Unit Project	50 points
Total:	200 points

Day One: (Detailed Lesson Plan #1)

Title: “Who Am I?” Identity Formation through Character Perspective Unit, Lesson 1 of 16

Class: English 11

Objective: To introduce the unit; to introduce the text we will be reading; to introduce the genre of first person fictional autobiography with dramatic irony; to clearly state expectations; to inform students of how they will be assessed and where they can find rubrics that guide that assessment; to introduce the concept of freewriting and journal writing; to access prior knowledge and/or experiences through writing; to allow students an opportunity to practice creative writing through journal entries; to practice listening skills; to analyze a work of literature; to think critically about one’s own writing; to read a text as a whole group through role play

Rationale: This lesson is part of a larger unit on Identity Formation through a character’s perspective that is designed to get students to think critically about a character in a novel while developing their own identities through comparison, reflection, and writing. In part this lesson is designed to give them practice in important learning skills such as reading short stories and novels, writing responses to topics with an emphasis on reflection and comparison.

I am also attempting to help students practice upper-level thinking skills, providing them opportunities to apply what they know and to analyze and synthesize a diverse range of concepts.

PA State Standards:

1.1.11 B. Analyze the structure of materials explaining how authors used these to achieve their purposes.

1.1.11 D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a text.

1.3.11 A. Read and understand works of literature.

1.3.11 E. Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of a work.

1.3.11 F. Read and respond to fiction.

1.4.11 A. Write short stories, poems, and plays.

1.4.11 D. Maintain a written record of activities, course work, experience, honors and interests.

1.5.11 A. Write with a sharp, distinct focus.

1.5.11 B. Write using well-developed content appropriate for the topic.

1.5.11 G. Present and/or defend written work for publication when appropriate.

1.6.11 A. Listen to others.

1.6.11 B. Listen to selections of literature (fiction and/or nonfiction).

1.6.11 D. Contribute to discussions.

Materials:

- Unit plan handout
- Copies of the short story by Sherlock Holmes entitled, “Silver Blaze”
- Journal Folders
- Object for Object Identification Journal
- Copies of “the curious incident of the dog in the night-time” by Mark Haddon

Activities/Procedures:

1. Briefly introduce the unit as a whole. Hand out the novel we'll be covering for the next several weeks, and the goals I expect the students to work on throughout the unit. Pass out the final project assignment and explain it to the class, and mention how they can start brainstorming on it whenever they want considering they will write it in class but if they want to type it up, that is ok too.
2. Hand out journal folders. Explain the expectations of freewriting and responding to the objects in their journals. Explain how it works and how important it is to the goal of the unit, as this will be one of the most important ways I'll be gauging understanding and engagement throughout the unit. Emphasize how open-ended the writing can do, that they are allowed to free-associate somewhat. Explain that they must write continuously during the whole time they are asked to write.
3. Hand out short story. Explain how the idea for the novel's title came from the short story and how they will be reflecting and comparing both texts throughout the unit.
4. Give volunteer students different roles of the story to read aloud with the entire class.
5. Discuss the short story for 5-10 minutes. Encourage students to locate/brainstorm certain themes, symbols, etc. from the text.
6. Object Identification Journal. Take out first object and place it on the front table.
7. Explain to the students to look at the object and reflect on it by being descriptive as possible with stories and/or experiences attached to the object.
8. Write all of these ideas, reflection, stories, etc. in your journal for the remainder of the period.

Assessment: Their writing can be assessed from their journals; participation from the short story read aloud, following discussions, and the asking of any questions throughout the entire period.

Day Two:

Object Identification Journal (10 – 15 minutes)

Activity: The Things We Carry (20-30 minutes)

- List all the things you currently are in possession of in your pockets, wallet, purse, etc.
- Give the list to a partner of your choice and allow them to choose one thing.
- Whichever item they choose, draw a picture of the item and below it write a poem about the object and include at least three metaphors.

Share/Discussion of Reading (End of class period)

Day Three:

Object Identification Journal (10 – 15 minutes)

What do you think will happen? (Rest of class period)

- Take out a sheet of paper and free write/brainstorm for 10-15 minutes what you think will happen based on the information given in the book thus far.

- Include Maps, Chains of Reasoning, or gut feeling

Share Written Material with Class

Day Four:

Object Identification Journal (10 – 15 minutes)

Activity: Pet Peeves (Rest of class period)

- List your own personal Pet Peeves
- Get in groups and compare all pet peeves; designate one student from each group to write down the different ones and poll them for comparison to the rest of the class.
- Pick one of your pet peeves and write a humorous poem about it
- Volunteer Presentations of Poems to class to end class period.

Day Five:

Object Identification Journal (10 – 15 minutes)

Activity: Word Wiz (Varies depending on enjoyment factor)

- I will choose a color at random and a letter
- Come up with as many words that start with the letter and are the color that is chosen.
- All duplicates do not count, each word is 1 point
- The student with the most words depending on number of original words written not repeated by other students will be declared the winner.
 - o 10-20 words = +1
 - o 20-30 words = +3
 - o 30-50 words = +5

Discussion of Reading (if time, see above)

Day Six:

Object Identification Journal (10 – 15 minutes)

Activity: Court Room Case (Rest of period)

- Students will volunteer to play different roles of the characters in a court room case between Christopher and Christopher's father on the charges of child abuse.

- The characters that can be played are: Christopher, Christopher's dad, Christopher's attorney, Christopher's dad's defendant, the judge, 2 policemen, an 8 man/woman jury, and 2 special witnesses as chosen by the entire class.
- Characters must resemble that of the real characters in the novel meaning accents, voices, and appearances must match to the best of the participants' ability.

Day Seven:

Object Identification Journal (10 – 15 minutes)

Activity: Sorry Letter (10 – 15 minutes)

- Write someone in your family either a humorous or serious sorry letter about a past event that you're truly sorry for.
- If you never did anything you're sorry for, make something up but be creative and descriptive as possible... i.e. Mom, sorry that I ate the last piece of pie. I was hungry and it looked so amazing...
- Read letters aloud

Unit Essay Prompts Given and Explained (Rest of Period)

Day Eight: (Detailed Lesson Plan #2)

Title: "Who Am I?" Identity Formation through Character Perspective Unit, Lesson 8 of 16

Class: English 11

Objective: to clearly state expectations; concept of freewriting and journal writing; to access prior knowledge and/or experiences through writing; to allow students an opportunity to practice creative writing through journal entries; to practice listening skills; to analyze a work of literature; to think critically about one's own writing; to artistically draw from memory; to creatively write a story

Rationale: This lesson is part of a larger unit on Identity Formation through a character's perspective that is designed to get students to think critically about a character in a novel while developing their own identities through comparison, reflection, and writing. In part this lesson is designed to give them practice in important learning skills such as reading short stories and novels, writing responses to topics with an emphasis on reflection and comparison, and drawing from memory.

I am also attempting to help students practice upper-level thinking skills, providing them opportunities to apply what they know and to analyze and synthesize a diverse range of concepts.

PA State Standards:

- 1.1.11 D. Identify, Describe, Evaluate, and synthesize the essential ideas in text.
- 1.1.11 H. Demonstrate fluency and comprehension in reading.
- 1.3.11 A. Read and understand essential content of informational texts and documents in all academic areas.
- 1.4.11 A. Write short stories, poems and plays.
- 1.4.11 D. Maintain a written record of activities, course work, experience, honors and interests.
- 1.5.11 C. Write with controlled and/or subtle organization.
- 1.5.11 G. Present and/or defend written work for publication when appropriate.
- 1.6.11 A. Listen to others.
- 1.6.11 B. Listen to selections of literature (fiction or nonfiction)
- 1.6.11 E. Participate in small and large group discussions and presentations.

Materials:

- Object Identification Journals
- Object
- Plain white paper
- Colored Pencils
- Sheets of Tablet Paper

Activities/Procedures:

1. Object Identification Journal. Take out first object and place it on the front table.
2. Explain to the *students to look at the object and reflect on it by being descriptive as possible with stories and/or experiences attached to the object.*
3. *Write all of these ideas, reflection, stories, etc. in your journal for 5-10 minutes.*
4. Explain the Neighborhood Map Activity.
 - From memory, draw a picture of your community. (10 to 15 minutes)
 - Include street names, landmarks, parks, stores, etc.
 - Pair up with another student in the class. (10 minutes)
 - By looking at your map, look for possible stories to talk about based on areas on the map. Number the areas.
 - Give a summary about the numbers and allow your partner to pick which story sounds the most interesting.
 - Whichever one he/she picks, write a short story about the event that happened from your past at that chosen number.
 - Write your story for the remainder of the period. (Rest of the period)

Assessment: Their understanding of the text and their reflection and writing response ability can be assessed in their journals. Their reflective and artistic ability can be reflected through the Neighborhood Map activity. Their participation in small group work can be observed by watching their listening and responding with their partners. Their creative writing and time management abilities can be assessed with the writing of their short story.

Day Nine (Detailed Lesson Plan #3)

Title: “Who Am I?” Identity Formation through Character Perspective Unit, Lesson 9 of 16

Class: English 11

Objective: to clearly state expectations; concept of freewriting and journal writing; to access prior knowledge and/or experiences through writing; to allow students an opportunity to practice creative writing through journal entries; to practice listening skills; to analyze a work of literature; to think critically about one’s own writing; to sharpen memorization skills

Rationale: This lesson is part of a larger unit on Identity Formation through a character’s perspective that is designed to get students to think critically about a character in a novel while developing their own identities through comparison, reflection, and writing. In part this lesson is designed to give them practice in important learning skills such as reading short stories and novels, writing responses to topics with an emphasis on reflection and comparison.

I am also attempting to help students practice upper-level thinking skills, providing them opportunities to apply what they know and to analyze and synthesize a diverse range of concepts.

PA State Standards:

1.1.11 D. Identify, Describe, Evaluate, and synthesize the essential ideas in text.

1.1.11 H. Demonstrate fluency and comprehension in reading.

1.3.11 A. Read and understand essential content of informational texts and documents in all academic areas.

1.4.11 D. Maintain a written record of activities, course work, experience, honors and interests.

1.5.11 C. Write with controlled and/or subtle organization.

1.5.11 G. Present and/or defend written work for publication when appropriate.

1.6.11 A. Listen to others.

1.6.11 B. Listen to selections of literature (fiction or nonfiction)

1.6.11 E. Participate in small and large group discussions and presentations.

Materials:

- Object Identification Journals
- Tablet Paper for Writing

Activities/Procedures:

1. Object Identification Journal. Take out first object and place it on the front table.
2. Explain to the students to look at the object and reflect on it by being descriptive as possible with stories and/or experiences attached to the object.
3. Write all of these ideas, reflection, stories, etc. in your journal for 10 to 15 minutes.
4. In the next five to ten minutes, take a sheet of paper and list everything that you did yesterday from the time you woke up until the time you went to bed. Map out everything that you did complete with times and detailed descriptions of your activities.
5. Volunteers present their day to the class.
6. While listening, jot down similarities between students, interesting events, and/or repetitive actions.
7. Whole-group discussion: Do you think that as a society we are addicted to certain things throughout our day? Do you feel that we waste a lot of time doing pointless things? If you could get rid of something in your day, what would it be and what would you sub in for it? Compare your day to Christopher's on pages 155-156. Any similarities? What do you think of the novel at this point in time? What do you think will happen? Favorite parts? Interesting turn of events? Favorite characters? Stuff you didn't like?
8. Hand in your lists at the end of class.

Assessment: Student reading and their responsibility in completing reading homework assignment can be assessed by the journal entry and the group discussion. Students writing can be assessed by their journal entries and day tracking activity. Their participation can be assessed through their presentations of their lists and their level and quality of contributions to the whole class discussion.

Day Ten:**Object Identification Journal**

(10 – 15 minutes)

Activity: Neighborhood Map Continuation/Conclusion

- Continue the writing of your story
- Pick a different partner and workshop your story with them.
- Turn in stories at the end of the class period.

Day Eleven:**Object Identification Journal**

(10 – 15 minutes)

Introduction of Unit Project**Presentations of Character Map Stories**

Day Twelve:

Object Identification Journal (10 – 15 minutes)

Rewrite Ending

- Rewrite the ending to the novel and share.

Discussion: Final Thoughts?

Look back at Predictions and compare.

- Write a reflection on novel, characters, activities, unit as a whole, etc. for the rest of the class period.

Day Thirteen:

Workshop Day

- Work on either the Unit Essay, Unit Project, or Object Identification Journals
- Get in groups and workshop your work with other students
- I will be available for comments/suggestions

Day Fourteen:

Workshop Day

- (see above)

Day Fifteen:

Workshop Day

- (see above)

Day Sixteen:

Unit Essay Due

Object Identification Journals Due

In-class Unit Project Final